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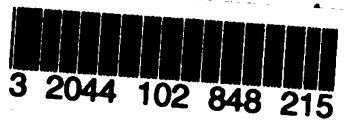


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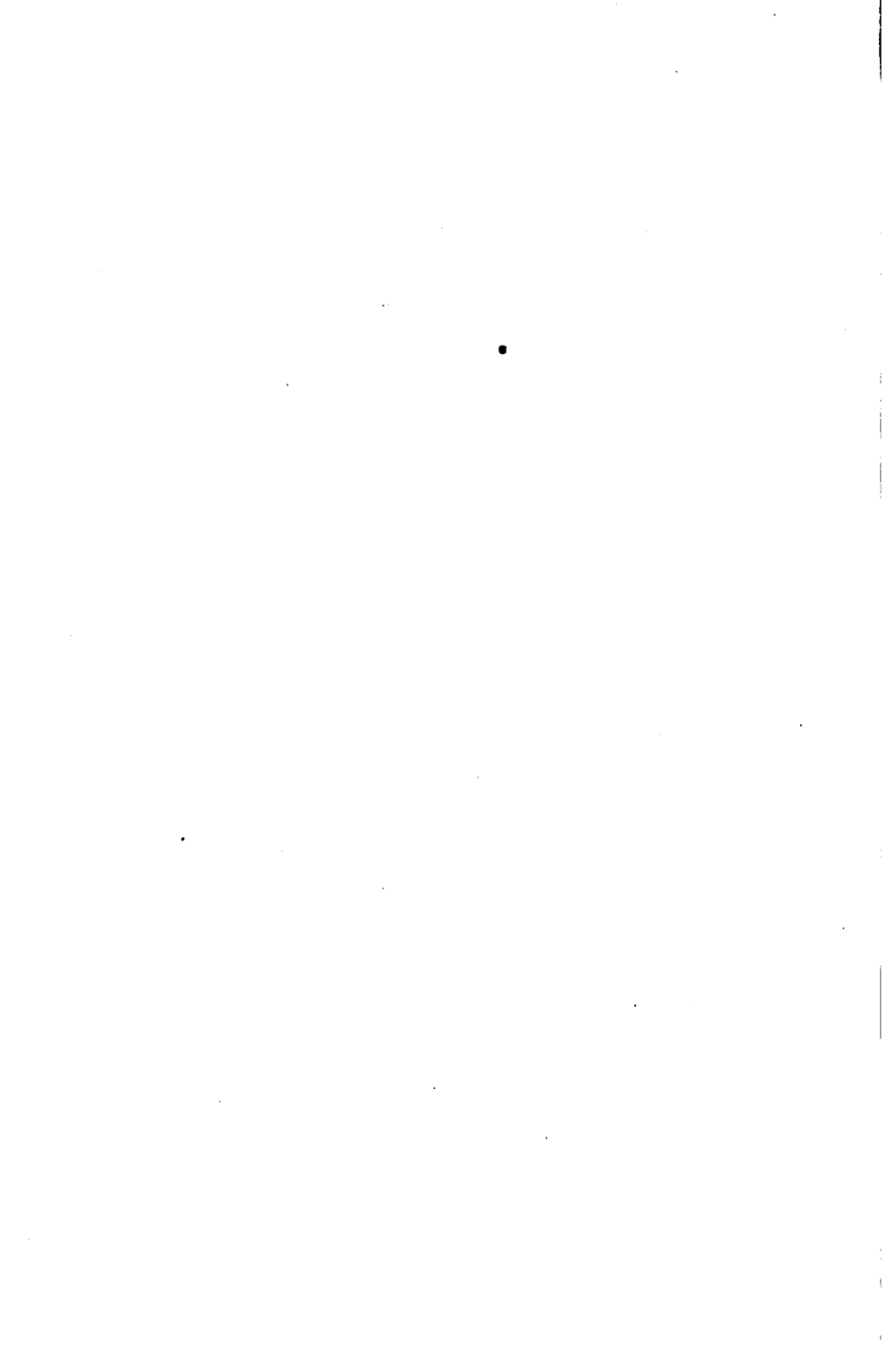
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## **A MINIMUM COURSE IN RHETORIC**



# A MINIMUM COURSE IN RHETORIC

BY

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## TWENTY-FIVE ASSUMPTIONS

This book, at one point or another, proceeds on the following assumptions:

1. Rhetoric should aim at effective, respectable English—not at authorship.

2. It should present nothing incomprehensible or not immediately applicable.

3. Inspiration is less important than discipline—during the rhetoric year; for mechanical accuracy is gained only by discipline, and any consequent stiffness or artificiality can be outgrown.

4. Theory should never overshadow practice.

5. Long practice should be devoted to what requires expertness for its true mastery; less practice, to what requires mere knowledge.

6. But there is a long step between correct knowledge and correct habits, and this step can be effected only by frequent writing and sharp penalty.

7. The form of practice least burdensome to the teacher is much work in the exercises.

8. But a theme of three or four hundred words should be written as often as once a week. From this there is no royal road of escape.

9. The theme topic should be interesting to the pupil and well within his powers.

10. An outline should be prepared in advance, out of class.
11. The outline should be revised under the teacher's criticism, before the theme is written.
12. The theme should be begun under the teacher's oversight, to forestall organic errors.
13. The theme should be revised by the pupil before submission.
14. Careless work should be rejected.
15. The teacher should grade heavily on principles recently studied and errors habitual.
16. Principles not yet studied should be largely overlooked.
17. Plodding care or literary merit should receive a bonus; laziness of thought or neglect of instructions, a penalty.
18. An unrigorous theme-grader never discovers what his pupils can do, in point of accuracy; nor an unresponsive one, in point of literary merit.
19. Theme-grading can be made arithmetical, rapid, unexhausting.
20. Better a few errors unnoticed, than a teacher too tired to teach.
21. An individual theme-conference is enormously remunerative.
22. The pupil should correct the theme in accordance with the teacher's criticisms, and resubmit it for a second inspection and a second mark. A theme uncriticized by the teacher is a waste of the pupil's time; and a theme uncorrected by the pupil is a waste of the teacher's.
23. The main field of rhetorical theory (Chapters I—X, the body proper of this book) should be kept simple, definite, distinct.

24. What is difficult, special, minute, or miscellaneous (the appendixes of this book) should be levied upon only to meet a real need. And a real need is likely to be individual and rare.

25. To benefit by rhetoric the pupil should be as old as fourteen and familiar with grammatical terms and functions.



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## **A MINIMUM COURSE IN RHETORIC**



# A MINIMUM COURSE IN RHETORIC

*Definition.—English rhetoric is the study of how to compose English in the best possible way.*

## CHAPTER I

### UNITY

#### THE FIRST QUALITY OF GOOD ENGLISH

1. The first and most important quality of good English is unity. Unity requires that a composition should give the impression of dealing with only one subject, that a paragraph should give the impression of dealing with only one branch of the subject, and that a sentence should give the impression of dealing with only one thought.

#### UNITY OF THE COMPOSITION OR THEME

2. A composition or theme, to possess unity, must give the impression of dealing with only one subject. Every sentence and every paragraph must have some direct connection with the theme-subject.

3. In planning a theme, do not begin too far afield; do not let your introduction or conclusion (if you have any) tempt you too far away from your real subject; after you are once started on your subject, do not wander away from it.

#### UNITY OF THE PARAGRAPH

4. A paragraph, to possess unity, must give the impression of dealing with only one branch of the subject. Fix on a

definite single topic for each paragraph. Every sentence in the paragraph must have some direct connection with the paragraph-topic.

#### UNITY OF THE SENTENCE

5. A sentence, to possess unity, must give the impression of dealing with only one thought. In other words, it should contain only those ideas which seem to belong together, seem to be parts of a single thought.

6. The following sentence is rather long, and contains a good many different ideas; but it possesses unity because the ideas seem to belong together, seem to be parts of a single thought:—  
“We hold these truths to be self-evident: that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness.”

7. The following sentence lacks unity because the ideas do not seem to belong together, do not seem to be parts of a single thought:—“Abraham Lincoln was born in Kentucky and became President in 1861.”

8. To secure sentence-unity when writing, build a separate sentence around each separate thought. If the thought is brief and simple, the sentence will be short. If the thought is complicated and contains many ideas, the sentence will be long. Within reasonable limits, a sentence should therefore be as short or as long as the thought requires. But if a sentence grows so long as to become clumsy, the thought should be subdivided, and one sentence should be built around each part.

9. Examine the following passage. A number of the sentences lack unity, because each sentence is not built around a single thought:—

“One of the charges of incompetency brought by the Republicans against the Democratic administration of the city is based on the ground that although the recent medical census was extremely in-

complete, the City Council failed to take any action. The doctors themselves admit that the census was incomplete. Another charge against the administration is the failure to solve the problem of the water-supply, and a third charge is the appointment of Mr. Hilton as Secretary to the Board of Trade. Mr. Hilton is said to be totally unfit for the office, and is even accused of dishonesty. A fourth charge is that the question of the public or private ownership of the street railways is as far from a satisfactory solution as ever; and these four charges will furnish the Republicans ample material for the coming campaign."

The foregoing passage can easily be corrected by building a separate sentence around each separate thought. There are five very distinct thoughts: the first charge against the city administration, the second charge, the third charge, the fourth charge, and the political usefulness of all the charges. There should consequently be five sentences, one sentence built around each thought, as follows:—

"One of the charges of incompetency brought by the Republicans against the Democratic administration of the city is based on the ground that although the recent medical census was, as the doctors themselves admit, extremely incomplete, the City Council failed to take any action. Another charge brought against the administration is the failure to solve the problem of the water-supply. A third charge is that, in the appointment of Mr. Hilton as Secretary to the Board of Trade, a man was appointed who is said to be totally unfit for the office and is even accused of dishonesty. A fourth charge is that the question of the public or private ownership of the street railways is as far from a satisfactory solution as ever. These four charges will furnish the Republicans ample material for the coming campaign."

*Exercise 1 (all the exercises are grouped together in Appendix 12, beginning on page 202) treats of sentence unity.*

10. In the criticism of your themes, the symbol *U* will be used to indicate a sentence that lacks unity; the symbol  $\|U$  to indicate a passage that violates the unity of the paragraph; and the symbol *Th U* to indicate a passage that violates the unity of the theme. At the end of the volume is an alphabetical list of all the symbols for the criticism of themes.

## CHAPTER II

### ORDERLINESS

#### A SECOND QUALITY OF GOOD ENGLISH

11. A second quality of good English is orderliness. Orderliness requires that the parts of a composition should be arranged in order.

12. It is impossible to write a good composition unless you have a sensible plan definitely in mind before you begin. Without such a plan your composition is sure to be ill arranged and hopelessly confused. To make certain that your plan is both sensible and definite, set it down in the form of a written outline.

13. The best way to go about making an outline consists of four steps:—

(a) Jot down rough, brief notes of your ideas, in any order.

(b) Classify these notes into natural divisions. Each division will be a paragraph in your theme; remember that a paragraph is one of the natural divisions of your subject, and within reasonable limits may be as long or as short as necessary.

(c) Arrange your paragraphs in natural order.

(d) Arrange the details within each paragraph in natural order.

#### OUTLINING A NARRATIVE THEME

14. Suppose your theme-subject is *A Gorilla Hunt*, a subject which calls for narration, that is, for the telling of a story.

(a) Jot down your brief notes like this:—

1. We go to gorilla country. 2. Find branches broken in peculiar way. 3. Muddy stream another sign. 4. First sight of gorilla. 5. Charges at us. 6. How fierce he is. 7. Running for shelter. 8. How we killed him. 9. Returning.

(b) Now classify these notes. They fall naturally into four divisions or paragraphs:—The journey (1); The tracks (2, 3); The fight with the gorilla (4-8); The return (9).

(c) Now arrange these four paragraphs in natural order. The best order in story-telling is the order in which the events occurred. The four paragraphs are already in this order.

(d) Now arrange the details within each paragraph in natural order. The details are already in the order of events. But, in the third paragraph, the description of the gorilla ought not to interrupt the account of the fight; to describe the gorilla when he first appears, would be more natural, and would interfere less with the story. The details of the third paragraph should therefore be arranged as follows: 4, 6, 5, 7, 8.

You are now ready to set the whole outline down as follows:—

## A GORILLA HUNT

- I. Our journey to the gorilla country.
- II. Gorilla tracks.
  - A. The peculiar appearance of the broken branches.
  - B. The muddy stream.
- III. The meeting with the gorilla.
  - A. Our first sight of him.
  - B. His terrible ferocity.
  - C. The fight.
    1. His charge at us.



2. Our retreat to shelter.

3. His death.

IV. Our triumphant return.

#### OUTLINING A DESCRIPTIVE THEME

15. Or suppose your theme-subject is *The View from My Window*, a subject which calls for description.

(a) First, jot down your notes:—

1. The boxwood hedge along the driveway at right. 2. Distant hills on left. 3. Bird's-eye view of village on right. 4. Great variety of scene. 5. How much I like it. 6. Cherry tree close by on extreme left. 7. Barn and garage straight ahead across garden. 8. View particularly pretty by moonlight. 9. Difference in way it looks in summer and winter. 10. Lilac bushes under my window.

(b) Next, classify into natural divisions or paragraphs:—Distant objects (2, 3); My enjoyment of the view (4, 5, 8, 9); Objects close by (1, 6, 7, 10).

(c) Next, arrange these paragraphs in natural order:—Objects close by; Distant objects; My enjoyment of the view.

(d) Last, arrange the details within each paragraph in natural order. A good arrangement for the details of a description is the arrangement according to location. It would therefore be well to arrange not only the paragraphs, but also the details within each paragraph, in order from near to far and from left to right:—Objects close by (10, 6, 7, 1); Distant objects (2, 3); My enjoyment of the view (4, 8, 9, 5).

You are now ready to set the whole outline down as follows:

#### THE VIEW FROM MY WINDOW

I. Objects close by.

A. Lilac bushes beneath my window.

- B. Cherry tree on left.
- C. Barn and garage in front.
- D. Boxwood hedge on right.
- II. Distant objects.
  - A. Hills on left.
  - B. Bird's-eye view of the village on right.
- III. My enjoyment of the view.
  - A. Its great variety.
    - 1. Different kinds of objects to be seen.
    - 2. Appearance by daylight and moonlight.
    - 3. Appearance in summer and winter.
  - B. My enjoyment of the view for these and other reasons.

## OUTLINING AN EXPOSITORY THEME

16. Or suppose your theme-subject is *How to Make a Log Cabin*, a subject which calls for exposition, that is, for explanation.

(a) First, jot down your notes:—

1. Placing the uprights. 2. Length of uprights. 3. Distance apart. 4. Placing cross-pieces. 5. Rafters. 6. Size of cross-pieces and rafters. 7. Filling in the walls with short logs. 8. Chinking with mud. 9. Thatch. 10. Best kind of thatching to use. 11. Door. 12. Window. 13. Fun of making a log cabin. 14. Importance of cutting logs to exact size. 15. Choosing best location. 16. The pleasures of free-and-easy life in a log cabin in the woods.

(b) Next, classify into natural divisions or paragraphs. Observe, to begin with, that 13 and 16 (the fun of making a cabin, and the fun of living in it) are not strictly parts of the subject at all. But you can use them as introduction and conclusion; and there will be no objection to your doing so, if you treat them very

briefly in the actual writing of the theme. The rest of the details should be classified and arranged with great care. The best method is to imagine yourself actually building the cabin; arrange the steps of the process in the exact order in which they would be performed; and group the steps into the several distinct stages. Each stage would be a paragraph.

(c) and (d) According to this method, the paragraphs, and the details within each paragraph, would be arranged as follows:—Choosing a location (15); Preparing the materials (2, 6, 10, 14); Constructing the framework (1, 3, 4, 5, 11, 12); Completing the work (7, 8, 9).

You are now ready to set the whole outline down as follows:—

#### HOW TO MAKE A LOG CABIN.

- I. Introduction: fun of making a log cabin.
- II. Choice of the location.
- III. Preparation of the materials.
  - A. Dimensions of pieces.
  - B. Importance of exact measurements.
  - C. The thatch.
- IV. Construction of the framework.
  - A. Position of uprights.
  - B. Cross-pieces.
  - C. Rafters.
- V. Completion of the work.
  - A. Walls.
    1. Wall logs.
    2. Chinking.
    3. Spaces for doors and windows.
  - B. The thatching of the roof.
- VI. Conclusion: fun of living in a log cabin.

## GOOD METHODS OF ARRANGEMENT

17. The foregoing outlines illustrate the three best methods of arranging the parts or details of a theme:—(1) for the events of a story, the time order, *i. e.*, the order in which the events occurred; (2) for the parts of a description, the place order, *i. e.*, the order in which the objects are situated, as left to right, east to west, near to far, etc.; and (3) for the explanation of a process, the step-by-step order, *i. e.*, the order in which the steps of the process would actually be performed.

## MISCELLANEOUS DIRECTIONS

18. For the sake of uniformity (so that your teacher can discuss outlines with the whole class at once), always use the following system of notation:—capital Roman numerals (I, II, III, etc.) for main divisions, *i. e.*, paragraphs; capital letters (A, B, C, etc.) for subdivisions; Arabic figures (1, 2, 3, etc.) for the next smaller subdivisions; and small letters (a, b, c, etc.) if you need to subdivide still further.

19. Do not overparagraph. The ideal number of paragraphs for a theme of three or four pages (three or four hundred words) is two or three or four. Numerous, very short paragraphs are confusing to the reader. On the other hand, very long paragraphs are tedious. It should seldom be necessary for you to write a paragraph of more than two hundred words. But remember that a paragraph is one of the natural divisions of your subject, and, within reasonable limits, may be as long or as short as necessary.

20. All topics should, if possible, be worded as noun-expressions. For example, instead of *He charges at us*, say *His charge at us*; instead of *Choosing a location*, say *Choice of a location*; instead of *Successful at last*, say *Final success*.

21. Do not call the first paragraph *Introduction*, nor the last paragraph *Conclusion*, unless their material is distinct

from the body of the theme, as in the outline of *How to Make a Log Cabin* (section 16). The first and last paragraphs of *A Gorilla Hunt* (section 14) are not an introduction and a conclusion; they are merely the natural beginning and ending of the story.

22. When you use the terms *Introduction* and *Conclusion*, follow them with a secondary title of explanation, as, "Introduction: fun of making a log cabin," or "Conclusion: fun of living in a log cabin."

23. Every topic should be so worded as to include all the topics under it.

Illogical:—

B. The start for Glacier Point.

1. Preparations.
2. The missing pony.
3. Incidents on the way.

Corrected:—

B. The trip to Glacier Point.

1. Preparations.
2. The missing pony.
3. Other incidents of the trip.

Also correct:—

B. The start for Glacier Point.

1. Preparations.
2. The missing pony.

C. Incidents on the way.

24. Do not insert a subtopic without at least one other subtopic to correspond to it. This is simply because a subtopic is a subdivision; and if you have only one you are not subdividing at all.

Illogical:—

B. The launching of the canoe.

1. The accident.

Corrected:—

B. The accident during the launching of the canoe.

Illogical:—

B. The collapse of the roof.

1. The injury of the firemen.

Corrected:—

B. The mishap.

1. The collapse of the roof.

2. The injury of the firemen.

25. In the criticism of your themes, the symbol *Ord.* will be used to indicate a detail or passage that stands out of its right order; the symbol ¶ to indicate where a new paragraph should begin; and the symbol *No* ¶ to indicate where a new paragraph should not begin.

## CHAPTER III

### PROPORTION

#### A THIRD QUALITY OF GOOD ENGLISH

26. A third quality of good English is proportion. Proportion requires that the length of the parts of a composition should be in proportion to their importance.

27. The most important paragraphs should be the longest, and the least important the shortest.

28. There are, of course, exceptions to this general rule; for example, a paragraph on *The events leading up to the accident* might have to be longer than the paragraph on *The accident* itself. But a paragraph on *The tracks of the gorilla* should be a great deal shorter than the paragraph on *The meeting with the gorilla*.

29. The introduction and conclusion, if there are any, should be relatively very short; neither one, in a theme of three or four pages, should ordinarily be more than one-tenth of the whole theme.

30. In constructing an outline determine which paragraphs shall be the longest, and give the longest paragraphs the greatest number of subtopics, when possible.

31. In the criticism of your themes, the symbol *Pro.* will be used to indicate a passage that is out of proportion, *i. e.*, too long or too short for its importance; and the symbol  $>$  to indicate the omission of a necessary or important idea.

*Exercises 2-4, in Appendix 12, treat of the outlining of narrative, descriptive, and expository themes respectively.*

32. The ten qualities of good English treated in this book are arranged as far as possible in the order of their importance, the most important coming first. The first three qualities (unity, orderliness, and proportion) are the three absolutely essential qualities. A theme conspicuously lacking in unity, orderliness or proportion, no matter how well written in other respects, would be practically worthless.



## CHAPTER IV

### CLEARNESS

#### A FOURTH QUALITY OF GOOD ENGLISH

33. A fourth quality of good English is clearness. Clearness requires that the meaning should be instantaneously clear.

34. If the reader has to pause at an expression or read it twice, in order to get its meaning, the expression is not "clear." Do not be satisfied with a moderately clear wording of an idea, when a clearer wording is possible. Remember that rhetoric does not consider second-best methods; it is "the study of how to compose English in the *best possible* way."

#### TOPIC-SENTENCE OF THE THEME

35. A theme, to be clear, should begin clearly. Your very first sentence should let the reader clearly understand what topic your theme is going to treat. This sentence may be called the topic-sentence of the theme. It should, whenever possible, stand first. It need not go into details, but it should give the reader a general idea of what your theme is to be about. It should give the reader this information quite independently of the title. A good way to test your topic-sentence is to read it to somebody, and then ask him to guess the subject of your theme.

36. The theme on *A Gorilla Hunt* (outlined in section 14) might begin with the following topic-sentence:—"I shall always remember my first hunt for big game, when, as a mere

lad of nineteen, I was with Captain Melbourne's exploring party in the African jungle beyond Alkander."

37. In a narrative or story-telling theme, such as *A Gorilla Hunt*, the topic-sentence of the theme should suggest what sort of incident is to be related, should tell the time and place, and should introduce the principal persons concerned. In other words, it should answer the questions, *What? When? Where? Who?* Does the foregoing topic-sentence answer all these questions? In this particular theme, does the time need to be fixed any more definitely?

38. In a narrative theme the topic-sentence should merely suggest what sort of incident is to be related, and in no case should be allowed to spoil the interest by revealing any part of the story too soon. Your chief duty is to tell the events in the exact order in which they occurred.

39. Or the theme on *The View from My Window* (outlined in section 15) might begin with the following topic-sentence: "My bedroom window, in our summer cottage in the Pocono Mountains of eastern Pennsylvania, commands a most delightful view."

40. In a descriptive theme, such as *The View from My Window*, the topic-sentence of the theme should tell definitely what is to be described, and (usually) where it is situated. In other words, it should answer the questions, *What? Where?* Does the foregoing topic-sentence answer both these questions?

41. Or the theme on *How to Make a Log Cabin* (outlined in section 16) might begin with the following topic-sentence: "The New Yorker who boasts of 'roughing it in the North Woods' (in a luxuriously appointed log-house, with a cook, a valet, and a guide) has no conception of the fun of building his own quarters."

42. In an expository (*i. e.*, explanatory) theme, such as *How to Make a Log Cabin*, the topic-sentence of the theme should tell definitely what is to be explained. In other words,

it should answer the question, *What?* Does the foregoing topic-sentence answer this question?

#### TOPIC-SENTENCE OF THE PARAGRAPH

43. A paragraph, to be clear, should begin clearly. The very first sentence of the paragraph should let the reader clearly understand what branch of the subject the paragraph is going to treat. This sentence may be called the topic-sentence of the paragraph. It should stand first. It need not go into details, but it should give the reader a general idea of what the paragraph is to be about. A good way to test your topic-sentence is to read it to somebody, and then ask him to guess the subject of the paragraph.

44. The topic-sentence of the first paragraph of a theme cannot stand first, for it must be preceded by the topic-sentence of the whole theme.

45. In a narrative theme, the topic-sentence of each paragraph should merely suggest the general trend or direction which the story will take in that paragraph. In no case should the topic-sentence be allowed to spoil the interest by revealing any part of the story too soon. Your chief duty is to tell the events in the exact order in which they occurred.

46. The following might be the theme-topic-sentence and the paragraph-topic-sentences of the theme on *A Gorilla Hunt*. Compare them with the outline in section 14. Pick out the words that suggest the trend of each paragraph:—

"I shall always remember my first hunt for big game, when, as a mere lad of nineteen, I was with Captain Melbourne's exploring party in the African jungle beyond Alkander. One blazing day in early April, while the naturalists were busy packing specimens, Melbourne and I, with half a dozen guides, set out for the gorilla country. . . .

"Our long and exhausting tramp was soon, however, to be rewarded. . . .

"No sooner had we silently waded the stream than we heard a crackling in the bushes and caught our first glimpse of the gorilla. . . .

"When we came out of the briars to examine our kill, we found he was too heavy to carry back with us over the rough country. . . ."

47. In a descriptive or expository theme, the topic-sentence of every paragraph should indicate definitely what branch of the subject will be treated in that paragraph.

48. The following might be the theme-topic-sentence and the paragraph-topic-sentences of the theme on *The View from My Window*. Compare them with the outline in section 15. Pick out the words that indicate the topic of each paragraph:—

"My bedroom window, in our summer cottage in the Pocono Mountains of eastern Pennsylvania, commands a most delightful view. Directly beneath my window, as I glance down, is a clump of lilac bushes that send their fragrance into my room. . . .

"While the view of the garden and grounds is attractive and cozy, the more distant view is beautiful and picturesque. . . .

"I have described the view so inadequately that the reader will probably wonder why I enjoy it so much. . . ."

49. The following might be the theme-topic-sentence and the paragraph-topic-sentences of the theme on *How to Make a Log Cabin*. Compare them with the outline in section 16. Pick out the words that indicate the topic of each paragraph:—

"The New Yorker who boasts of 'roughing it in the North Woods' (in a luxuriously appointed log-house, with a cook, a valet, and a guide) has no conception of the fun of building his own quarters. . . . (*This sentence serves both as the topic-sentence of the whole theme and as the topic-sentence of the first paragraph. Why?*)

"To begin with, a suitable location should be chosen for the proposed cabin. . . .

"In addition to this, another important preliminary measure is to obtain and prepare all the necessary materials beforehand. . . .

"When your materials are all ready, there next comes the first step in actual construction, the erection of the framework. . . .

"With the framework in place, you have accomplished the hardest part of the undertaking, and you have now the comparatively easy task of completing the cabin. . . .

"If you have followed the above directions, you are at last ready to enjoy living in a cabin which you yourself have built. . . ."

## TRANSITION BETWEEN PARAGRAPHS

50. Paragraphs, to be clear, should be clearly connected. The first sentence of each paragraph should not merely serve as a topic-sentence; it should also make a clear connection in thought with the paragraph preceding. This connection in thought is called transition. Transition, or thought-connection, may be effected in two ways.

51. The first method of effecting transition is to refer to some important idea previously mentioned and to show its connection with what is going to be said next.

For example, turn to the topic-sentences of *A Gorilla Hunt* (section 46). The second paragraph opens with the words, "Our long and exhausting tramp," which refer to the central idea of the preceding paragraph. The third paragraph uses the words, "waded the stream," which refer to the last event mentioned in the preceding paragraph. And the last paragraph uses the words, "the briers" and "our kill," which refer to the third paragraph, where the hunters take refuge in the briers and kill the gorilla. Thus the transition, or thought-connection, between each paragraph and the next, is made smooth and easy by the repetition, in either identical or equivalent words, of an important idea previously mentioned.

Or, for another example, turn to the topic-sentences of *The View from My Window* (section 48). The second paragraph opens with the words, "the view of the gardens and grounds," which repeat the subject of the first paragraph. And the third paragraph opens with the words, "I have described the view," which repeat the subject of the whole previous part of the theme.

All the foregoing examples illustrate the first method of effecting transition. This first method may be defined, briefly, as the repetition of an important idea previously mentioned.

52. The second method of effecting transition is the use of connecting words (*i. e.*, coördinating conjunctions, or pro-

nouns whose antecedents have been previously mentioned, or any words that have the power of backward reference) ; as: *but, moreover, this, thus, secondly, next, as already stated.*

For example, turn to the topic-sentences of *How to Make a Log Cabin* (section 49). The second paragraph begins with the words, "to begin with," which indicate that the introductory remarks are ended and the first step in the work is about to be discussed. The third paragraph begins with the words, "in addition to this, another preliminary measure," which indicate that the third paragraph resembles the second, in being devoted to preliminaries. The fourth paragraph uses the words, "next comes the first step in actual construction," which connect this paragraph with both the paragraph before and the paragraph after, for the words indicate that the preliminary work is over and also that the first step in the actual construction will be followed by a second. The fifth paragraph uses the word "now," which indicates that the first step is finished and a new step begun. And the last paragraph uses the words, "the above directions," and "at last," which look back to the whole previous part of the theme and imply that this new paragraph is to be the last.

These foregoing examples illustrate the second method of effecting transition. This method may be defined, briefly, as the use of connecting words.

53. Both methods of effecting transition may be used together. For example, the second paragraph of *A Gorilla Hunt* (section 46) repeats the important idea of the preceding paragraph in the words, "our long and exhausting tramp," and it also uses the connecting word "however." Or, for another example, the fourth paragraph of *How to Make a Log Cabin* (section 49) repeats the important idea of the preceding paragraphs in the words, "when your materials are all ready," and it also uses the connecting word "next" (which looks

backward to the paragraphs preceding), and the connecting word "first" (which looks forward to the paragraphs to come).

54. The following connecting words are useful in effecting transition. Hereafter employ them freely.

*And, and also* (see section 55), *moreover, furthermore, in addition to this, besides this, likewise, again.*

*But, nevertheless, however* (see section 55), *yet, on the other hand, on the contrary, in spite of what has been said.*

*Therefore* (see section 55), *consequently, hence, thus, then, accordingly, for this reason, as a consequence of this, in view of these facts, the result is, since this is so.*

*First, to begin with, secondly, in the third place, next, then, again, another argument is, last of all, finally, to conclude, to sum the matter up.*

*To the north, to the east, on the right, on the left, before us, behind us, above, below, near by, far off, outside, inside, in the past, nowadays, in the future.*

*Instantly, immediately, at the same moment, the next moment, suddenly, all at once.*

55. *Also, however, and therefore* should not stand first in a sentence. Place them after the first word or group of words. Let your ear be your guide. *However* should always be set off by commas. The following are examples of good placing:—

"In another respect, also, the hotel advertisements are very far from truthful, for the fishing is not really good.

"So far as the climate is concerned, however, no one can find fault with the situation of the hotel.

"This summer resort is therefore adapted to elderly people, who do not care for fishing or for more active sports."

*Exercises 5 and 6, in Appendix 12, treat of topic-sentences and paragraph-transition.*

## TRANSITION BETWEEN SENTENCES

56. Sentences, to be clear, should be clearly connected. Clearness therefore requires that sentences, as well as paragraphs, should be connected by transitional expressions. Sentence-transition is exactly like paragraph transition; the same methods are used for both. Remember these two methods: the repetition of an important idea previously mentioned, and the use of connecting words. Review the suggested list of connecting words in section 54.

57. The following paragraph is from Washington Irving's essay on *Traits of Indian Character*. Point out the topic-sentence, the paragraph-transition, and the sentence-transition.

"Another ground for violent outcry against the Indians is their barbarity to the vanquished. This had its origin partly in policy and partly in superstition. Their tribes, though sometimes called nations, were never so formidable in their numbers but that the loss of several warriors was sensibly felt; and many an instance occurs in Indian history, where a tribe has been broken up by the capture and massacre of its principal fighting men. There was a strong temptation, therefore, to the victors to be merciless; not so much to gratify any cruel revenge, as to provide for future security. The Indians had also the superstitious belief, frequent among barbarous nations, and prevalent also among the ancients, that the spirits of their friends who had fallen in battle were soothed by the blood of the captives. The prisoners, however, who were not thus sacrificed, were adopted into their families in the place of the slain, and were treated with the confidence and affection of relatives and friends."

58. In the criticism of your themes, the symbol *Topic* will be used to indicate that the topic-sentence of a paragraph is imperfect or missing; the symbol *Th. topic* to indicate that the theme-topic-sentence is imperfect or missing; and the symbol *Trans.* to indicate that transition is imperfect or missing.

*Exercises 7 and 8, in Appendix 12, treat of sentence-transition.*



## MISPLACED MODIFIERS

59. A modifier should stand as near what it modifies as possible, whenever the slightest obscurity would otherwise occur. Do not rely on commas to show what a modifier is meant to modify; rearrange.

Misplaced modifier: Two peasants were digging holes in their blue blouses along the side of the road.

Improperly corrected: Two peasants were digging holes, in their blue blouses, along the side of the road.

Corrected: Two peasants in their blue blouses were digging holes along the side of the road.

60. A modifier need not stand as near as possible to what it modifies, if it is perfectly clear in some other position. In the following sentence, the first phrase stands at a considerable distance from the verb that it modifies; but the sentence is perfectly clear because the phrase could not possibly modify anything else.

Clear without rearrangement: With a report like a cannon-shot the hawser that had been bearing this tremendous strain suddenly snapped.

61. A common variety of misplaced modifier is a relative clause. Avoid letting any noun or pronoun stand between a relative clause and the noun or pronoun that it modifies.

Misplaced modifier: My neighbor has built a new fence around his new field which cost a hundred and forty dollars.

Corrected: My neighbor has built around his new field a new fence which cost a hundred and forty dollars.

62. Another common variety of misplaced modifier is *only*. *Only* has a tendency to refer to the word or expression immediately following it.

Misplaced modifier: This book only cost a dollar.

Corrected: This book cost only a dollar.

63. Observe attentively how in the following sentences the meaning changes with the changing position of *only*:—

(a) Only Mr. Jenkins requested attention. [This means that Mr. Jenkins was the only one that requested attention.]

(b) Mr. Jenkins only requested attention. [This means that attention was merely requested; it was not demanded or obtained.]

(c) Mr. Jenkins requested only attention. [This means that attention was the only thing that Mr. Jenkins requested.]

(d) Mr. Jenkins requested attention only. [This means the same as sentence (c), but more unmistakably.]

64. Another variety of misplaced modifier is one that might modify either the expression before it or the expression after it. This is called a “squinting modifier,” because it looks both forward and backward.

Misplaced modifier: But when the whole volcano began to rumble and roar, trembling at every explosion, our guides positively refused to advance any nearer.

Corrected: But when the whole volcano, trembling at every explosion, began to rumble and roar, our guides positively refused to advance any nearer. [or] But when the whole volcano began to rumble and roar, our guides, trembling at every explosion, positively refused to advance any nearer.

65. The general rule, that a modifier should stand near what it modifies, has one important exception. A modifier should not be allowed to divide *to* from the rest of an infinitive. An infinitive thus divided is called a “split infinitive.” There

is no logical objection to the split infinitive, but the long-established custom of the most careful writers has been to avoid it.

Split infinitive: His grief seemed at times to completely overwhelm him.

Corrected: His grief seemed at times completely to overwhelm him. [or] His grief seemed at times to overwhelm him completely.

Right [The infinitives are not split]: I remember to have often gone there and to have been as often turned away.

66. In the criticism of your themes, the symbol *Cl* will be used to indicate lack of clearness; and the symbol *M* to indicate a misplaced word or expression.

*Exercises 9-11, in Appendix 12, treat of misplaced modifiers.*

#### WEAK REFERENCE OF PRONOUNS

67. A pronoun should refer with instantaneous clearness to its antecedent.

Weak reference of pronouns: Anderson, after he and Blake were seated, remarked that it was now time for him to tell him his secret.

68. Do not correct the weak reference of a pronoun by repeating the antecedent after the pronoun.

Improperly corrected: Anderson, after he and Blake were seated, remarked that it was now time for him (Blake) to tell him (Anderson) his—that is, Blake's—secret.

69. A good method of avoiding weak reference of a pronoun is to postpone introducing a second antecedent until after you have finished referring to the first.

Corrected: Anderson, after the two men were seated, remarked that it was now time for him to be told Blake's secret.

70. Another good method of avoiding weak reference of a pronoun is to use direct discourse, unless this would seem awkward or unnatural in the midst of ordinary narrative sentences.

Corrected: Anderson, after he and Blake were seated, remarked, "It is now time for you to tell me your secret."

71. Another good method of avoiding weak reference of a pronoun is to use a synonym of the antecedent in place of the pronoun. (A synonym is a word of equivalent meaning.)

Weak reference: When the policeman brought the prisoner before the judge, it seemed to the observers that a momentary gleam of recognition lighted his face.

Corrected: When the policeman brought the prisoner before the judge, it seemed to the observers that a momentary gleam of recognition lighted the magistrate's face.

72. A fourth method of avoiding weak reference of a pronoun is to repeat the antecedent in place of the pronoun. This method may lead to disagreeable repetition, and should therefore be employed with caution. But it is better to repeat than to lack clearness; be clear, at all costs. Furthermore, it is in better taste to repeat the antecedent than to use a synonym that sounds forced or flowery.

Weak reference: If the conversation in which the policeman was engaged with the ticket-chopper had not been so earnest, I might have succeeded in attracting his attention.

Clear but flowery: If the conversation in which the policeman was engaged with the ticket-chopper had not

been so earnest, I might have succeeded in attracting the attention of the guardian of the law.

Properly corrected [by repetition] : If the conversation in which the policeman was engaged with the ticket-chopper had not been so earnest, I might have succeeded in attracting the policeman's attention.

73. Ordinarily avoid using *which* to refer to a whole group of words as its antecedent.

Weak reference: The captain ordered the anchor to be hoisted, which was immediately done.

74. Do not avoid this weak reference of *which* by introducing a noun for *which* to modify.

Improperly corrected: The captain ordered the anchor to be hoisted, which command was immediately obeyed.

75. The proper methods of avoiding the weak reference of *which* are to introduce an antecedent before it or to recast entirely.

Corrected: The captain ordered the anchor to be hoisted, a command which was immediately obeyed.

Corrected: The captain ordered the anchor to be hoisted, and was immediately obeyed.

76. The word *whereupon* is a convenient substitute for the weak reference of *which* in the phrase *upon which* used as a time-expression.

Weak reference: The watchman, growing suspicious, moved forward to prevent my passing down the road, upon which I drew my sword and bade him stand back.

Corrected: The watchman, growing suspicious, moved forward to prevent my passing down the road, whereupon I drew my sword and bade him stand back.

*Exercises 12-13, in Appendix 12, treat of the weak reference of pronouns.*

## REPETITION OF A PREPOSITION

## 77. Clearness often requires the repetition of a preposition.

Not clear [because of the failure to repeat a preposition]: "One million dollars shall be set aside from my estate, to be held in trust by my executors, and paid to my nephew, Benjamin L. Bardell, when he shall come of age, but only on condition of his refraining from indulgence in liquor and tobacco until he shall come of age, and marrying before that time; if any of these conditions are not fulfilled, the said million dollars shall be given to the Presbyterian Board of Foreign Missions."—*Extract from the will of Samuel Bardell.*

The nephew, when he came of age, claimed the money. He had never used liquor or tobacco, but had married at nineteen. Was he entitled to the money? If the will meant "of marrying," he was entitled to the money; but if the will meant "from marrying," he was entitled to nothing. Samuel Bardell should have repeated the preposition that he intended. The missing preposition was worth a million dollars.

*Exercise 14, in Appendix 12, treats of the repetition of prepositions.*

## DANGLING EXPRESSIONS

78. Certain kinds of expressions have a strong tendency to refer to the subject of the clause to which they are attached. Do not use them unless you intend them to refer to the subject; for they will lean towards the subject in spite of your intentions, and will consequently interfere with clearness. An expression that refers to the subject contrary to the author's intentions is said to "dangle."

79. One such kind of expression is a participle, when it

does not directly modify the noun after it, especially when it is set off by a comma at the beginning or the end of the sentence.

Dangling participle: Looking through the program, a certain advertisement caught my attention. [This sentence seems to assert that the advertisement was looking through the program.]

A dangling expression may be corrected either by changing the subject to correspond to the expression or by changing the expression to correspond to the subject.

Corrected: Looking through the program, I was attracted by a certain advertisement. [or] While I was looking through the program, a certain advertisement caught my attention.

80. Another kind of expression that leans strongly towards the subject is an infinitive in *-ing* (sometimes called a gerund) used as the object of a preposition.

Dangling infinitive: On climbing to the top of the hill, a magnificent view was spread out before me. [This sentence seems to assert that the view climbed to the top of the hill.]

A dangling expression may be corrected either by changing the subject to correspond to the expression or by changing the expression to correspond to the subject.

Corrected: On climbing to the top of the hill, I found a magnificent view spread out before me. [or] When I had climbed to the top of the hill, a magnificent view was spread out before me.

81. The third kind of expression that leans strongly towards the subject is a subordinate clause with an elliptical subject.

Dangling elliptical clause: Club-members are requested to keep the typewriter covered when not in use. [This sentence seems to assert that the typewriter should be kept covered when club-members are not in use.]

A dangling expression may be corrected either by changing the subject to correspond to the expression or by changing the expression to correspond to the subject.

Corrected: It is requested of club-members that the typewriter be kept covered when not in use. [or] Club-members are requested to keep the typewriter covered when it is not in use.

82. In the criticism of your themes, the symbol *Cl* will be used as a general symbol to indicate a lack of clearness that requires no more definite specification; the symbol *M* will specify that an expression is misplaced; the symbol  $\wedge$  will specify that a necessary word or expression has been omitted, as in the case of a missing preposition needed for clearness; and the symbol *Dang* will specify an expression that dangles.

*Exercise 15, in Appendix 12, treats of dangling expressions.*



## CHAPTER V

### GRAMMATICAL CORRECTNESS

#### A FIFTH QUALITY OF GOOD ENGLISH

83. A fifth quality of good English is grammatical correctness. This chapter reviews those points on which you are most likely to make grammatical errors.

#### INCOMPLETE SENTENCES

84. A grammatically incomplete sentence is one of the worst of all careless blunders. Be careful not to mistake a subordinate clause for a complete sentence.

Incomplete sentences: He told me the long story of his misfortunes. How he had been thrown out of work during the business panic of 1897. How he had tried in vain to obtain employment, and so on.

Corrected: He told me the long story of his misfortunes: how he had been thrown out of work during the business panic of 1897, how he had tried in vain to obtain employment, and so on.

85. An exclamation or a question may properly be verbless.

Right: What an extraordinary demand with which to begin the negotiations for the surrender of the fortress!

Right: And, in the third place, what about the cost of the proposed measure?

86. In the criticism of your themes, the symbol *Gr* will in general be used to indicate a grammatical error; the symbol *Sen* will be used when the error takes the form of a grammatically incomplete sentence.

*Exercise 16, in Appendix 12, treats of incomplete sentences.*

## NUMBER

87. Subject and verb must agree in number regardless of intervening words.

Wrong number: When the inspector with his four assistants arrive, he will find that the construction of the piers, arches and parapets have been completed.

Corrected: When the inspector with his four assistants arrives, he will find that the construction of the piers, arches and parapets has been completed.

88. Singular subjects, if compounded by *and*, take a plural verb; if compounded by *or* or *nor*, a singular verb.

Wrong number: The inspector and the engineer are here, but neither the contractor nor the foreman are ready to receive them.

Corrected: The inspector and the engineer are here, but neither the contractor nor the foreman is ready to receive them.

89. A collective noun (a singular noun naming a group) should be treated as singular if the group is thought of as a group; but it should be treated as plural if the members of the group are thought of separately.

Right: The jury was discharged.

Right: The jury were eating their dinner.

90. But the number of a collective noun should remain the same throughout a passage.

Improper change of number: The jury was not yet discharged; they were only eating their dinner.

Corrected: The jury were not yet discharged; they were only eating their dinner.

91. *Anybody*, *any one*, *everybody*, *every one*, *nobody*, *no one*, *each*, *either* and *neither* should be treated as singular.

Wrong number: Everybody raised their hats in token of respect.

Corrected: Everybody raised his hat in token of respect. [or] All raised their hats in token of respect.

Wrong number: Neither of them are here.

Corrected: Neither of them is here.

92. *Ways* is plural both in meaning and in grammar. The sentence, "He is a long ways from home," is both nonsense and bad grammar. It is nonsense because only one way is meant. It is bad grammar because the singular adjective *a* modifies the plural noun *ways*.

93. *Falls* and *woods*, though often practically singular in meaning, should be treated grammatically as plural.

Wrong number: Niagara Falls was undoubtedly much more magnificent when it was in the heart of a primeval woods.

Corrected: Niagara Falls were undoubtedly much more magnificent when they were in the heart of a primeval wood.

94. *Doesn't* is the contraction of *does not*; *don't* of *do not*. They should not be confused. But even when correctly used, they are too informal except in conversation or intimate letters.

Wrong number: He don't appear to be surprised.

Corrected, but informal: He doesn't appear to be surprised.

Corrected and formal: He does not appear to be surprised.

95. A plural predicate noun after a singular verb is, of course, grammatically correct; but it often sounds awkward, and in such cases it should be avoided.

Right, but awkward: The most interesting part of the machine is the huge rollers.

Improved: The most interesting part of the machine consists of the huge rollers.

Right, but awkward: The only other district of the city is the slums.

Improved: The only other district of the city is composed of the slums.

*Exercise 17, in Appendix 12, treats of number.*

## CASE

96. The possessive case is grammatically necessary in constructions like the following:—

Wrong: He did a years work in three months time.

Corrected: He did a year's work in three months' time.

Wrong: They objected to the treasurer remaining in office.

Corrected: They objected to the treasurer's remaining in office.

97. A verb requires the nominative case for its predicate noun or pronoun, and the objective case for its object.

Wrong: It is me.—I am him.—Those are them.—Who did you find?

Corrected: It is I.—I am he.—Those are they.—Whom did you find?

98. A participle requires the nominative case for its predicate noun or pronoun, and the objective case for its object.

Wrong: He was not angered by this speech, the speaker being only me.

Corrected: He was not angered by this speech, the speaker being only I.

99. A preposition requires the objective case for its object.

Wrong: Between you and I.—Who are you looking for?

Corrected: Between you and me.—Whom are you looking for?

100. A whole relative clause may be used like a noun as the object of a verb or preposition. But this use does not affect the case of the relative pronoun. The case of a relative pronoun is always determined within its own clause, never outside it.

Right: I will send whoever offers himself.

Right: Give the receipt to whomever I designate.

Right: Stop whomever you see.

Right: It is simply a question of who is to blame.

101. The case of a relative pronoun is not affected by intervening or parenthetical expressions.

Right: He has only one clerk, who we all know is trustworthy.

Right: You are not the person who I supposed you were.

Right: You are the man whom I know I want.

102. An infinitive requires the objective case for its subject.

Right: I believe him to be honest.—Permit her and me to go.—Let us go.—I shall choose whomever I believe to be best fitted for the undertaking.

103. An infinitive requires the objective case for its object.

Right: I forced you to meet him.—He is the man whom I forced you to meet.

104. An infinitive requires the objective case for its predicate noun or pronoun, if the infinitive has a subject; according to many authorities, if the infinitive has no subject, the predicate noun or pronoun should agree in case with the noun or pronoun to which it refers.

Right: You believed the detective to be me.—He is the man who you pretended to be.

105. *Than* and *as* are conjunctions, and always introduce clauses. Often the clauses are elliptical. The case of a noun or pronoun after *than* or *as* is determined by its construction in the clause.

Right: Nobody realizes this better than I [*i. e.*, than I realize it].

Right: He hates no one more than me [*i. e.*, than he hates me].

Right: You were not so fortunate as I [*i. e.*, as I was fortunate].

Right: He referred to you as well as me [*i. e.*, as well as he referred to me].

*Exercises 18-19, in Appendix 12, treat of case.*

#### POSITION OF CORRELATIVES

106. Coördinating correlative conjunctions should be followed by the same grammatical constructions.

Wrong: He will either be sent to prison or to the gallows.

Corrected: He will be sent either to prison or to the gallows.

Wrong: He was moved neither by victory nor defeat.

Corrected: He was moved by neither victory nor defeat.

Wrong: I am compelled both to decline your advice and your offer of assistance.

Corrected: I am compelled to decline both your advice and your offer of assistance.

Wrong: We not only proceeded more slowly but also with a sharp eye for the inequalities of the road.

Corrected: We proceeded not only more slowly but also with a sharp eye for the inequalities of the road.

107. In the case of *not only . . . but also*, the foregoing rule is satisfied if the *not* and *but* are followed by the same grammatical constructions; the *only* and *also* may be placed wherever they will sound the best.

Right: Not Shakespeare only, but modern authors also, have used this device with success.

Right: Not only did he have the desire to write, but he had also the necessary leisure.

108. In the criticism of your themes, the symbol *M* will be used to indicate a word or expression that is misplaced.

*Exercise 20, in Appendix 12, treats of misplaced correlatives.*

#### PRINCIPAL PARTS OF VERBS

109. Mistakes are often made in the principal parts of the following verbs. (The principal parts of a verb are its present tense, past tense, present participle, and past participle.)

Beseech, besought, beseeching, besought.

Bid (offer a price), bid, bidding, bid.

Bid (order), bade (*pronounced* bad), bidding, bidden.

Forbid, forbade (*pronounced* forbad), forbidding, forbidden.

Dive, dived, diving, dived.

Lay (put or place), laid, laying, laid.

Lie (recline or rest), lay, lying, lain.

Lie (speak an untruth), lied, lying, lied.

Raise, raised, raising, raised.

Rise, rose, rising, risen.

Set, set, setting, set.

Sit, sat, sitting, sat.

Swim, swam, swimming, swum.

Begin, began, beginning, begun.

Ring, rang, ringing, rung.

Spring, sprang, springing, sprung.

110. The most confusing of the foregoing verbs are best explained in the following formula. If you have trouble with these verbs, you would do well to memorize this formula.

*Lay* is transitive. Now he lays the pen on the desk; yesterday he laid the pen on the desk; he was seen laying the pen on the desk; he has often laid the pen on the desk.

*Lie* is intransitive. Now the pen lies on the desk; yesterday the pen lay on the desk; the pen was seen lying on the desk; the pen has often lain on the desk.

*Raise* is transitive. Now he raises his hand from the desk; yesterday he raised his hand from the desk; he was seen raising his hand from the desk; he has often raised his hand from the desk.

*Rise* is intransitive. Now his hand rises from the desk; yesterday his hand rose from the desk; his hand was seen rising from the desk; his hand has often risen from the desk.

*Set* is transitive. Now he sets the dish on the table; yesterday he set the dish on the table; he was seen setting the dish on the table; he has often set the dish on the table.

*Sit* is intransitive. Now he sits at the table; yesterday he sat at the table; he was seen sitting at the table; he has often sat at the table.

111. *To lay for* is both bad grammar and slang for *to lie in wait for*, *to lie in ambush for*, *to set a trap for*.

Bad grammar and slang: The highwaymen were laying for the stage-coach.—My teacher is always laying for me.

Corrected: The highwaymen were lying in wait [or lying in ambush] for the stage-coach.—My teacher is always setting traps for me.



112. Neither *set* nor *sit* is proper in expressions like the following.

Bad grammar: The clock sets on the mantelpiece.—  
She carelessly left the pie setting on the chair to cool.—  
The piers set on bed-rock.

Poor choice of words: The clock sits on the mantelpiece.—She carelessly left the pie sitting on the chair to cool.—The piers sit on bed-rock.

Corrected: The clock stands on the mantelpiece.—She carelessly left the pie lying on the chair to cool.—The piers rest on bed-rock.

*Exercises 21-22, in Appendix 12, treat of the principal parts of verbs.*

#### SHALL AND WILL

113. Rule 1. Expectation is expressed by *shall* (or *should*) in the first person, and by *will* (or *would*) in the second and third.

I shall probably be elected.

I believe we shall win the game.

You hoped that I should be elected.

You will certainly be ill to-morrow.

You know you will be ill.

The neighbors thought you would be ill.

Take care, or he will faint.

I understand that he will faint at the least shock.

The soldiers knew they would all be killed.

114. Rule 2. The wish, willingness or determination of the speaker is expressed by *will* (or *would*) in the first person, and by *shall* (or *should*) in the second and third.

I will go to-morrow, rain or shine [*i. e.*, I am determined to go to-morrow, rain or shine.]

You shall pay for this insult. [i. e., I am determined to make you pay for this insult.]

He shall apologize to me. [i. e., I am determined to have him apologize to me.]

115. Rule 3. In questions, always use *shall* (or *should*) in the first person; in the second and third, use the auxiliary that will be used in the expected answer.

Shall I need an overcoat? [Expectation.]

How large an army should we need in case of war? [Expectation.]

Shall we declare the game a tie? [Determination.]

Shall you be well enough to come to-morrow? [The expected answer is, "I shall," or "I shall not"—expectation.]

Should you be surprised if I came? [Answer: "I should (not)"—expectation.]

Will you do me a favor? [Answer: "I will (not)"—willingness.]

Will he have the courage to fight? [Answer: "He will (not)"—expectation.]

Would our navy be large enough in case of war? [Answer: "It would (not)"—expectation.]

Shall he be sent off the field? [Answer: "He shall (not)"—determination.]

116. *Should* may be used with all three persons in the sense of *ought*.

Every man should learn to be self-reliant.

117. *Would* may be used with all three persons to express frequently repeated action.

In my younger days I would often play truant from school.

*Exercise 23, in Appendix 12, treats of shall and will.*

*The foregoing rules cover only the simplest uses of shall and will. Only these simple rules have been included because they are the rules most frequently violated, and because there is unfortunately no unanimity of opinion among authorities as to the correct use of shall and will in more complicated cases. A fuller discussion (which will prove unprofitable to any but advanced students) may be found in Appendix 9, section 334.*

#### SEQUENCE OF TENSES

118. An infinitive or participle in the perfect tense expresses an action prior to the action of the main verb.

Right: A generation ago some historians believed the ancient Egyptians to have understood electricity.

Right: To-day historians believe the ancient Egyptians to have been ignorant of electricity.

Right: Perhaps the next generation of historians will believe the ancient Egyptians to have understood electricity after all.

Wrong: I intended to have gone.

Corrected: I intended to go.

Right: Having obtained half his secret, I demanded the rest.

Right: Having obtained half his secret, I demand the rest.

Right: Having obtained half his secret, I shall demand the rest.

Wrong: Leaving their encampment long after sunrise, the reserves naturally reached the battle too late.

Corrected: Having left their encampment long after sunrise, the reserves naturally reached the battle too late.

119. In spite of the foregoing rule, a present participle is

proper when it expresses an action which is only a very little prior to the action of the main verb.

Right: Seizing a sledge-hammer, he dealt the gate a thunderous blow.

Right: Springing to the saddle, he galloped away.

120. In the criticism of your themes, the symbol *Ts* will be used to indicate an error in tense.

*Exercise 24, in Appendix 12, treats of sequence of tenses.*

#### LIKE

121. *Like* is a preposition. It is never a conjunction; it is therefore wrong in the sense of *as* or *as if*.

Right: He talks like me.

Wrong: He talks like I do.

Corrected: He talks as I do. [or] He talks like me.

Wrong: He acted like his last day had come.

Corrected: He acted as if his last day had come.

#### COMPARATIVES AND SUPERLATIVES

122. Use the comparative degree of adjectives and adverbs when comparing only two persons or things; use the superlative for more than two.

Wrong: Dickens and Thackeray are so unlike that it is impossible to say which of them writes the best.

Corrected: Dickens and Thackeray are so unlike that it is impossible to say which of them writes the better.

#### SUBJUNCTIVE MOOD

123. The subjunctive *were* should be preferred to the indicative *was* in impossible or improbable suppositions or wishes.

Wrong: If I was you, I should buy the book.

Corrected: If I were you, I should buy the book.

Wrong: I wish I was you.

Corrected: I wish I were you.

Wrong: If only this magazine was better illustrated, I should like it better.

Corrected: If only this magazine were better illustrated, I should like it better.

Right: If this magazine is interesting, I shall enjoy reading it.

Right: If I was to blame, I apologize.

#### COMPOUND ADJECTIVES

124. Compound adjectives may be formed at will by joining a noun or adjective by a hyphen to a participle, as *savage-looking*, *two-seated*, *hair-raising*, *snow-capped*. Notice that the words must be joined by a hyphen, and that the second word must be in participial form.

Wrong: He lives in an old fashion house.

Wrong: He lives in an old fashioned house.

Corrected: He lives in an old-fashioned house.

#### ADJECTIVE vs. ADVERB

125. An adjective should not be used adverbially—that is, it should not be used to modify a verb, an adjective, or another adverb.

Wrong: He did the trick easy.

Corrected: He did the trick easily.

126. A few one-syllable words have the same form for both adjective and adverb, such as *fast*, *hard*, *loud*, *quick*, *slow*.

Right: A slow train;—go slow.

127. *Good* and *bad* are adjectives. Their adverbs are *well*

and *ill* (or *badly*). *Well* and *ill* are also adjectives in the sense of *in good health* and *in bad health*.

Wrong: He works good.

Corrected: He works well.

Right: He is a well man;—he is well.

128. With many verbs, such as *look*, *feel*, *grow*, *smell*, an adverb is used to describe the manner of the action, or a predicate adjective is used to describe the quality of the subject.

Right: He looks carefully (meaning that the action of looking is performed in a careful manner).

Right: He looks careful (meaning that he appears to have the quality of carefulness).

129. In the criticism of your themes, the symbol *Gr* will be used as a general symbol to indicate a grammatical error that requires no more definite specification; the symbol *Sen* will specify a sentence that is incomplete; the symbol *M* will specify a misplaced expression, such as a misplaced correlative; and the symbol *Ts* will specify a wrong tense.

*Exercise 25, in Appendix 12, treats of like; Exercise 26 treats of like, superlatives, the subjunctive, compound adjectives, and adjectives vs. adverbs.*

*Exercise 27 treats, in review, of grammatical correctness.*

## CHAPTER VI

### FORCEFULNESS

#### A SIXTH QUALITY OF GOOD ENGLISH

130. A sixth quality of good English is forcefulness. Forcefulness requires that the most important ideas should strike the reader's attention with the greatest force.

#### SUBORDINATION IN THE SENTENCE

131. Main clauses are more prominent than subordinate clauses or phrases, and consequently strike the reader's attention with greater force. Hence, to give main ideas their proper forcefulness, put main ideas in main clauses, and subordinate ideas in subordinate clauses or in phrases.

Weak [The main idea is in a subordinate clause, and the subordinate idea is in a main clause]: From this fruitless quest for health he returned to Abbotsford, where he shortly after died.

Corrected: Shortly after he had returned to Abbotsford from this fruitless quest for health, he died. [or] Having returned to Abbotsford from this fruitless quest for health, he shortly after died.

Weak [The main idea is in a main clause, but a subordinate idea is in a main clause also]: His wife had an independent fortune, and thus he could now devote himself to literature.

Corrected: Since his wife had an independent fortune, he could now devote himself to literature. [or] He was now enabled, by his wife's independent fortune, to devote himself to literature.

Right: [Two main ideas, each in a main clause]: We owe to our government the duty of loyalty, and our government owes to us the duty of protection.

132. In the criticism of your themes, the symbol *Sub* will be used to indicate a need for the subordination of subordinate ideas.

*Exercises 28-29, in Appendix 12, treat of the subordination of subordinate ideas in a sentence.*

#### SUBORDINATION IN THE PASSAGE

133. The rule that subordinate ideas should be subordinated applies not only to a sentence but also to a whole passage.

Weak [The first sentence expresses an idea which is really subordinate in importance, and should therefore be reduced to the rank of a subordinate clause or phrase]: One day he was making his tour of the beach as usual. All at once he came upon a human footprint in the sand.

Corrected: One day, while he was making his tour of the beach as usual, he came all at once upon a human footprint in the sand. [or] One day, during his usual tour of the beach, he came all at once upon a human footprint in the sand.

Weak [Many of the sentences and main clauses express ideas which are really subordinate in importance, and should therefore be reduced to the rank of subordinate clauses or phrases]: Ever since the death of his father, Laertes had craved to be revenged on Hamlet, and at last he found a way of accomplishing his wish. He went to the King, and they laid a plot. Their plan was for Laertes to challenge Hamlet to a fencing-match, and Laertes was to use a rapier with no cap on its point. The tip, moreover, was to be previously dipped in poison.



They agreed upon all the particulars, and then Hamlet was challenged, and he unsuspectingly accepted. The appointed hour came, and both parties arrived upon the scene of the coming contest. Hamlet was offered six or seven rapiers, and he, after he had asked whether they were all of a length, finally selected one. Meanwhile Laertes pretended to choose one of the remaining rapiers, but he secretly substituted his uncapped and poisoned weapon. The duel now began. Hamlet was successful at first and scored two touches in rapid succession. The point of his rapier was protected, however, by the usual cap or button, and therefore these were merely technical hits, and of course did Laertes no harm. Upon the third play, however, Laertes touched Hamlet with his sharp and deadly point.

Corrected: Laertes, who, ever since the death of his father, had craved to be revenged on Hamlet, at last found a way of accomplishing his wish. Going to the King, he plotted with him to challenge Hamlet to a fencing-match, in which Laertes should use a rapier with an uncapped point previously dipped in poison. Having agreed upon all the particulars, they sent a challenge to Hamlet, who unsuspectingly accepted. When the appointed hour came and both parties had arrived upon the scene of the coming contest, Hamlet was offered six or seven rapiers, from which, after asking whether they were all of a length, he finally selected one. Meanwhile Laertes, though he pretended to choose one of the remaining rapiers, secretly substituted his uncapped and poisoned weapon. The duel now began. Hamlet, at first successful, scored two touches in rapid succession; but, as the point of his rapier was protected by the usual cap or button, these were of course merely technical hits, doing Laertes no harm. Upon the third play, however, Laertes touched Hamlet with his sharp and deadly point.

134. Caution.—Take care, when you are subordinating unimportant ideas, as in the foregoing passages, that you do not combine into one sentence ideas which do not really belong together; otherwise, you will violate sentence-unity.

135. Does the sentence-structure in your own writing resemble the foregoing “weak” passages (section 133)? In other words, does your own sentence-style consist of a long succession of little sentences or little main clauses, without discriminating between the relative importance of your ideas? If so, your writing is still childish, and you should not go farther in this book until by ample practice you have mastered the process of *collecting into one sentence the ideas that belong together* and of *subordinating the subordinate ideas*.

136. In the criticism of your themes, the symbol *Sub* will be used to indicate a need for the subordination of subordinate ideas; and the symbol *Comb.* to indicate that sentences should be combined (and properly subordinated).

*Exercise 30, in Appendix 12, treats of the subordination of subordinate ideas in a whole passage.*

#### BALANCED STYLE

137. When ideas are of marked similarity or in marked contrast, this similarity or contrast can be presented most forcibly by expressing them in balanced style. Balanced style is the expression of corresponding ideas in corresponding constructions. Compare the following sentences:

Weak [not balanced]: *Ivanhoe* is chiefly a romance of adventure, while character-study is, in *Silas Marner*, the principal purpose.

Forceful [balanced]: *Ivanhoe* is chiefly a romance of adventure, while *Silas Marner* is chiefly a study of character.

Notice how much more forcibly the balanced sentence pre-

sents the contrast. Two novels, *Ivanhoe* and *Silas Marner*, are to be contrasted; and each is put in the same grammatical construction (the subject of a clause). Two kinds of novel, a romance of adventure and a study of character, are to be contrasted; and each is put in the same grammatical construction (a predicate noun, modified by a prepositional phrase). Thus, *Ivanhoe* corresponds to *Silas Marner*, *is to is, chiefly to chiefly, a to a, romance to study, and of adventure to of character*. The corresponding ideas are in corresponding constructions.

138. The repetition of words increases the forcefulness of the balance. In the following examples, note the repetition, and prepare to point out exactly the corresponding ideas and the corresponding constructions.

I came, I saw, I conquered.

He was too much of a politician to be a good statesman, and too much of a statesman to be a good politician.

Boswell must have fastened himself on somebody. He might have fastened himself on Wilkes, and have become the fiercest patriot in the Bill of Rights Society. He might have fastened himself on Whitfield, and have become the loudest field-preacher among the Calvinistic Methodists. In a happy hour he fastened himself on Johnson.

139. In the criticism of your themes, the symbol *Bal* will be used to indicate that balanced style is imperfect or wanted.

*Exercises 31-33, in Appendix 12, treat of balanced style.*

#### THE END OF THE SENTENCE

140. To make the main idea additionally forceful, put it at the end of the sentence.

Weak [The main idea fails to stand at the end]: He told them that an immediate declaration of war

was the only honorable course left open to them.

Corrected: The only honorable course left open to them was, he told them, an immediate declaration of war.

141. A sentence that ends with a very unimportant idea is a particularly gross offense against the foregoing rule. A very unimportant idea should be buried out of sight in the middle of the sentence.

Weak [A very unimportant idea stands at the end, instead of being buried in the middle of the sentence]: To show cowardice now would disgrace his family honor, he thought.

Corrected: To show cowardice now would, he thought, disgrace his family honor. [or] To show cowardice now would, he thought, bring his family honor into disgrace.

142. In the criticism of your themes, the symbol *F* will be used as a general symbol, in cases where the special symbols already given do not apply, to indicate an expression that fails to receive the forcefulness it deserves.

*Exercises 34-35, in Appendix 12, treat of the main idea at the sentence-end.*

#### THE END OF THE PERIODIC SENTENCE

143. To make an idea more forceful still, put it at the end of a periodic sentence. A periodic sentence has three characteristics: it puts the main idea at the end; it is rather long; and it holds the reader in suspense by being so constructed that it does not make sense until the end. A sentence that is not periodic is called loose.

Loose: Delegates from this state will go to the Republican national convention without binding instructions, according to a decision of the state committee, which concluded its sessions late last night. [This sentence makes

sense, and gives the reader the main idea (*without binding instructions*), by the time the first comma is reached. The reader gets the main idea early, instead of being held long in suspense for it; the main idea strikes him, therefore, with no particular force.]

Periodic: According to a decision of the Republican state committee, which concluded its session late last night, delegates from this state will go to the national convention without binding instructions. [This sentence does not make sense, and does not give the reader the main idea (*without binding instructions*) until the end. The reader is held in suspense for the main idea, through the whole length of the sentence; and therefore the main idea, when at last he does reach it, strikes his attention with great force.]

144. A loose sentence is not necessarily incorrect. It is not very forcible; but it is more natural, more as a person would talk in ordinary conversation. On the other hand, a periodic sentence is somewhat stiffer and sounds a little artificial; but it is more forceful, giving considerable force to the idea at the end. When you are writing, save the periodic style for the enforcement of ideas that really deserve to be made very forceful.

145. A sentence is made periodic by postponing to the end (or almost the end) some word without which the sentence would be absolutely meaningless—as, for example, the subject, verb or complement of the main clause. This postponement may be accomplished by beginning with subordinate clauses or lengthy phrases, or by using correlatives. But remember that the words which are thus postponed should contain the leading idea.

Periodic [beginning with subordinate clauses; the main clause is postponed]: In fact, although the general tournament, in which all knights fought at once, was

more dangerous than the single encounters, it was nevertheless more frequented and practised by the chivalry of the age.

Periodic [beginning with a lengthy series of phrases; the subject of the main clause is postponed]: A short distance beyond the southern entrance, on a sort of natural platform or elevation of the ground, were pitched the five pavilions of the knights' challengers.

Periodic [beginning with participial phrases; the object in the main clause is postponed]: The three knights, recovering their horses, however, and wheeling them sharply round, again attempted, by the force of sheer weight, to bear to earth their dexterous adversary.

Periodic [two main clauses: but the use of correlatives prevents the first main clause from making sense without the second]: Not only was he accustomed to the hardships of field and camp, but he had also grown, through the force of long habit, to despise, as soft and unmanly, the luxuries of civilized life.

146. A semi-periodic effect may be given to a compound sentence by making each independent member periodic within itself.

Semi-periodic: The good steed, grievously fatigued with so long a day's journey under a rider cased in mail, had no sooner found, by the slackened reins, that he was abandoned to his own guidance, than he seemed to assume new strength and spirit; and whereas formerly he had scarce replied to the spur otherwise than by a groan, he now, as if proud of the confidence reposed in him, pricked up his ears and assumed of his own accord a more lively motion.

*Exercise 36, in Appendix 12, treats of periodic and semi-periodic style.*

## A CAUTION AGAINST UNDERSCORING

147. Avoid the practice of underscoring your words in order to make them forcible. Instead, construct the sentence in such a way that the chief ideas will naturally secure the reader's chief attention. Frequent underscoring is an admission of weakness, and gives that effect to your writing.

## A MODEL OF FORCEFULNESS

148. Daniel Webster was a master of the forceful style. The following passage from his speech *The Reply of Hayne* may serve as a model of forceful sentence-structure:

"I profess, sir, in my career, hitherto, to have kept steadily in view the prosperity and honor of the whole country, and the preservation of our Federal Union. It is to that Union we owe our safety at home and our consideration and dignity abroad. It is to that Union that we are chiefly indebted for whatever makes us most proud of our country. That Union we reached only by the discipline of our virtues in the severe school of adversity. It had its origin in the necessities of disordered finance, prostrate commerce, and ruined credit. Under its benign influence, these great interests immediately awoke as from the dead and sprang forth with newness of life. Every year of its duration has teemed with fresh proofs of its utility and its blessings; and, although our territory has stretched out wider and wider, and our population spread farther and farther, they have not outrun its protection or its benefits."

In the foregoing passage: (1) Are there any sentences in which Webster failed to put the main idea in the main clause? (2) How many of the sentences are balanced? (3) How many are periodic? (4) How many are semi-periodic? (5) How many of the sentences derive their forcefulness from the construction *it is . . . that?*

149. In the criticism of your themes, the symbol *F* will be used as a general symbol, in cases where the special symbols do not apply, to indicate that an expression fails to receive the forcefulness it deserves; the symbol *Sub* will specify a need for the subordination of subordinate ideas; the symbol *Comb* will specify that sentences should be combined (and properly subordinated); and the symbol *Bal* will specify that balanced style is imperfect or wanted. The word *Periodic*, written against a sentence or passage, will indicate that its forcefulness would be increased by the use of periodic structure.



## CHAPTER VII

### APPROPRIATENESS OF WORDING

#### A SEVENTH QUALITY OF GOOD ENGLISH

150. A seventh quality of good English is appropriateness of wording. Appropriateness of wording requires that the wording should be appropriate or suitable to the composition in which it occurs.

#### MEANING OF WORDS

151. Words that bear a certain resemblance to one another are sometimes confused by ill-educated people. Thus *contemptuous* (which means *scornful*) is sometimes confused with *contemptible* (which means *worthy of scorn*). Confusion of words is particularly likely to happen when the words bear a close resemblance in meaning. Thus *big* is often confused with *great* or *important*, as in the sentence, "The Fourth of July is a big day for a small boy." Words that mean almost the same thing are called synonyms; but very few synonyms are absolutely identical in meaning. Thus we may say correctly, "A big boy; a great victory; the vast spaces between the stars." The words, *big*, *great* and *vast* are synonyms, but they cannot be interchanged at random. The first step towards attaining appropriateness of wording is to learn to distinguish between words that bear some resemblance to one another, particularly between synonyms.

#### ATMOSPHERE OF WORDS

152. Every word has a distinct quality or atmosphere of its own. Some words sound old-fashioned; some sound very

new. Some seem pretentious or flowery; some seem plain. Some are serious; some are funny. Some sound coarse or vulgar. Some always carry with them a feeling of contempt.

Old-fashioned [and therefore inappropriate in a composition about modern life]: Our guide was up ere dawn and boiled the coffee.

Corrected: Our guide was up before dawn and boiled the coffee.

Flowery [and therefore inappropriate in a plain composition]: Shortly after three o'clock Pikeville was awakened from its slumbers by the whistle that denotes a conflagration.

Corrected: Shortly after three o'clock Pikeville was waked out of its sleep by the fire-whistle.

Flowery [due to the writer's attempt to avoid repetition]: If the conversation in which the policeman was engaged with the ticket-chopper had not been so earnest, I might have succeeded in attracting the attention of the guardian of the law.

Corrected [It is better to repeat than to use a pretentious or flowery substitute]: If the conversation in which the policeman was engaged with the ticket-chopper had not so earnest, I might have succeeded in attracting the policeman's attention.

Funny [and therefore inappropriate in a serious composition]: With a great sweep of his mighty sword King Arthur walloped Sir Modred on the head.

Corrected: With a great sweep of his mighty sword King Arthur dealt Sir Modred a terrific blow on the head.

Coarse [and therefore inappropriate in a dignified composition]: It is important that the President of the United States should not make up his mind on this question until he is acquainted with all the available dope.

Corrected: It is important that the President of the United States should not make up his mind on this question until he is acquainted with all the available facts.

Contemptuous [and therefore inappropriate where only praise is meant]: Besides being brave as a lion in battle, he could care for the wounded with an almost womanish tenderness.

Corrected: Besides being brave as a lion in battle, he could care for the wounded with an almost womanly tenderness.

153. From the foregoing examples it will be seen that a word, in order to be appropriate to the composition in which it occurs, must not only be appropriate in meaning, but must also be appropriate in quality or atmosphere. It is important, therefore, for a writer to acquaint himself with the precise quality or atmosphere of every word he uses, so that he may always produce in his compositions the precise effect that he intends. Let us confine our discussion to compositions that are intended to produce a serious or dignified effect, such as themes, essays, debates, speeches, business letters, newspaper articles. In all these classes of composition, the writer or speaker really wants to be dignified and serious. He really wants to produce on his teacher (or examiner, or judges, or audience, or correspondent, or readers, as the case may be) a favorable impression of dignity and seriousness. In compositions such as these, any word of the wrong quality or atmosphere (particularly of a coarse, vulgar quality or atmosphere) would be as inappropriate and as out of place as a tramp in a ballroom.

154. There is, in our everyday speech, a large class of words that are always inappropriate in a dignified and serious composition. These are words which highly educated people have not accepted as being in approved standing. Such words are called slang. They are numerous and widely

used; but there is a coarse or vulgar or at least a rough-and-ready quality and atmosphere about them which would mar the whole effect of a serious composition. In a serious, dignified composition, they are like tramps in a ballroom.

#### MERITS OF SLANG

155. It is only fair to admit that slang has certain merits. It is often forcible, expressive and picturesque; these are probably the reasons why Americans are so fond of it and use it so much. And it must be admitted, also, that many of our most highly approved words and expressions had their origin in slang, having forced their way slowly upward into good society by virtue of their peculiar fitness or force.

#### DEFECTS OF SLANG

156. But many slang words are not forcible and are not expressive. To say, "The close air in the room made me feel as if I had been doped," is no more forcible than to say, "The close air in the room made me feel as if I had been drugged." And to say, "The roads were awful after the rain," is certainly less expressive than to say, "The roads were a foot deep in mud after the rain." The reason why slang is often less expressive than good English is that users of slang tend to make one slang word do the work of many good words. Thus, a person who is a slave to the word *awful* will speak indiscriminately of "awful roads," "awful candy," "awful heat," "an awful time at the party," etc.; whereas a person who has a stock of good English will use a definite word, as, "slippery roads," "stale candy," "blistering heat," "a dull time at the party." But even when slang is forcible and expressive, it always has a coarse or vulgar or at least a rough-and-ready quality and atmosphere about it which would mar the whole effect of a serious and dignified composition; and this is the chief defect of slang, a defect from which it never escapes—it is a tramp in a ballroom.

## DANGERS OF SLANG

157. Everybody has three vocabularies. His reading vocabulary consists of all of the words that he understands when he meets them in print; this is much the largest of the three. His writing vocabulary consists of all the words that he has at his command when he is writing; this is considerably smaller than the first. His speaking vocabulary consists of all the words that he has at his command when he is speaking; this is the smallest vocabulary of all.

Thus, a person who habitually uses *awful* in the slang sense for a dozen or more different meanings, is usually unable, when making a formal speech, to find on the spur of the moment a good English substitute that exactly meets his wants. Or even if he knows a good English substitute, the slang *awful* will often pop out of his mouth unbidden. This is because he has used slang so much that he has never gained an instant command over good English; the slang word, from long habit, is the first on the tip of his tongue. What is true of speaking is almost equally true of writing; in writing we of course have more time to reflect, but we do not readily think of words that we do not often use. The slang habit dwarfs the vocabulary.

## CURE OF THE SLANG HABIT

158. If, for the above reasons, you wish to cure yourself of the excessive use of slang, you should (1) find out what words in your vocabulary are slang; (2) learn some good, plain substitutes; (3) use these substitutes often.

## STANDARD OF PURE ENGLISH

159. How are you to tell whether a word is in good English use? A word is in good use when it is approved by the majority of highly educated people. Although it is occasionally

merely a matter of opinion whether or not a word is in approved use, we have no right to decide the question for ourselves. A schoolboy is not well enough equipped to do so; neither, for that matter, are most men. No single person is on speaking terms with a majority of all the highly educated users of English. The question can be settled only by the combined opinions of many trained observers all over England and the United States, and by the careful comparison of the language used by authors long recognized as standard. The results of all these combined opinions and of all these comparisons of standard authors are to be found in the dictionary.

# DICTIONARY TERMS

160. For the benefit of students of language, an unabridged dictionary contains a great many words and expressions that are not in approved use; but these are always marked in some special manner. The terms usually applied to them are as follows:

*Obsolete.* An obsolete expression is an expression gone entirely out of use. Example: *convince* (meaning *subdue*).

*Archaic.* An archaic expression is an expression almost out of use. Example: *gat* (meaning *got*).

*Poetic.* A poetic expression is an expression which it is still the fashion to use in poetry but no longer in prose. Example: *twain* (meaning *two*).

*Rare.* A rare expression is an expression so rarely used that to use it would sound strange. Example: *desertfully* (meaning *deservingly*).

*Variant.* A variant is a less familiar or less desirable form in which a word sometimes appears. Example: *hooray* (variant of *hurrah*).

*Dialectical, local, or provincial.* A dialectical, local, or provincial expression is an expression used only in

some part of the country. Examples: *to get shut of* (meaning *to get rid of*); *gums* (meaning *rubber overshoes*).

*United States, England, Scotland, etc.* These words indicate to what portion of the English-speaking world an expression is confined. Examples: *sleekit* (Scotch for *sleek*); *to have no use for* (an Americanism, unknown in England, in the sense of *dislike*; in England it means simply *to have no need for*); *collections* (meaning in England *term-end examinations*).

*Foreign.* A word or expression from a foreign language is marked *foreign* in the dictionary if it has not become established in English use. Example: *faux pas* (French, meaning a *social blunder*, an *offense against etiquette*).

*Slang, vulgar, low.* A slang, vulgar or low expression is an expression which, though perhaps widely used, is not accepted by highly educated people. The term *low* further indicates that an expression is totally unworthy of a person of refinement. Examples: *pull* (meaning *personal influence, favoritism*); *to get religion* (meaning *to be converted*).

*Cant.* Cant, or a cant expression, is slang belonging to some particular occupation, or to some particular set or class of people. Examples: *dope* (racetrack cant for *drug*); *flunk* (school and college cant for *fail, failure*).

*Colloquial.* A colloquial expression is an expression of doubtful standing, just barely received into approved use, still carrying with it a slangy atmosphere, and therefore inappropriate for a serious or dignified composition. Example: *aggravate*, good English in the sense of *make worse*, but colloquial in the sense of *exasperate*.

(Some dictionaries use signs for the foregoing terms; it would be well to look up the foregoing examples to see how they are labeled in your own dictionary.)

## INELEGANT ENGLISH

161. All the foregoing dictionary terms are applied to expressions that are distinctly inappropriate for dignified and serious uses. They all indicate that an expression has a distinctly undesirable atmosphere or quality. Even an unabridged dictionary cannot spare space to discuss the finer shades of distinctions in the quality of words. Words of approved standing, and yet somewhat below the literary level, may be called inelegant. Thus, *grab* is a rather inelegant word in formal writing; and so likewise are the contractions *aren't*, *doesn't*, *he's*, *it's*, *I'll*, *they've*, *you'd*, etc.

Inelegant: The swineherd, seeing he wasn't watched, grabbed a quarterstaff and hit the outlaw chief on the head.

Corrected: The swineherd, seeing he was not watched, seized a quarterstaff and hit the outlaw chief on the head.

## SUMMARY

162. Your words should be appropriate. They should be appropriate in their precise meaning and in their precise quality or atmosphere. The dictionary will give you the precise meanings of words, and will indicate words distinctly undesirable in quality. Of these, your greatest enemy will be slang. For finer shades of distinctions in the quality of words, consult textbooks of rhetoric or books of synonyms. Above all, remember that the best way to avoid inappropriate words of all sorts is to be constantly enlarging your vocabulary of good English. Observe how good authors and educated people express themselves. Many slang words can be avoided by using more definite words. For other slang words, collect a stock of good, plain substitutes. Do not suppose that the only "approved" substitutes are long, high-sounding expressions. This is far from true. There are plenty



of short, plain words available, for English is a language of enormous resources. But do not be scared away from a new word just because it is big; be governed by its fitness, not its length.

163. In the criticism of your themes, the symbol *Cw* will be used to indicate a poor choice of words, *i.e.*, an inappropriateness of wording.

#### GLOSSARY OF COMMON VIOLATIONS OF PURE ENGLISH \*

164. Study carefully the wrong uses, and the right uses (if any), of the following words and expressions. Pay especial attention to the examples. Most important of all, learn all the proper substitutes. The only way to grow independent of slang and inelegant English is to have the proper substitutes at instant command. A good many obviously slang expressions have been included solely for the purpose of familiarizing you with the proper substitutes.

*Able* should not be used with a passive infinitive; say *capable of*. Wrong: "The stone was unable to be moved." Corrected: "The stone was incapable of being moved;—I was unable to move the stone;—the stone was immovable."

*Affect*, *effect*, are often confused. *Affect* is always a verb, and means either *pretend* or *influence*. Right: "He affected a fondness for music;—the climate affected our health and spirits." *Effect*, as a verb, means *accomplish*. Right: "The burglar effected an entrance;—the two generals tried to effect a junction of their armies before meeting the enemy." *Effect*, as a noun, means *result*. Right: "The climate had an injurious effect on our health and spirits."

*Apt*, *likely*, *liable*, are often confused. *Apt* means *habitually likely*. Right: "Reckless people are apt to make mistakes." *Liable* refers to a likelihood that is unpleasant or undesirable. Right: "He is likely to win the race;—this knot is likely to slip;—this knot is liable to slip;—trespassers will be liable to a fine or imprisonment."

\* The teacher will find it convenient to divide the glossary into assignments to match the exercises: (1) *able* through *crook*, ex. 37; (2) *crowd* through *frightful*, ex. 38; (3) *funny* through *in condition*, ex. 39; (4) *individual* through *out*, ex. 40; (5) *outside* through *scared of*, ex. 41; (6) *show* through *wonderful*, ex. 42; review, ex. 43.

*Aren't, couldn't, didn't, he's, I'd, they're, we'll, you're, etc.* All contractions of this kind are colloquial, that is, they should be avoided except in informal conversation or intimate letters.

*As . . . as.* In negative statements, and in questions expecting a negative answer, *so . . . as* is preferable to *as . . . as*. Right: "You are not so tall as I;—would you be so unwise as to do that?"

*Attackers* should be avoided; prefer *assailants*.

*Audience* is often confused with *spectators*. An audience comes to hear; spectators come to see. It is proper to speak of an audience in a theater. Bystanders, a crowd, an assemblage, come to see, or to hear, or to do both.

*Auto* is a colloquial abbreviation for *automobile*. Avoid all such abbreviations, as *exam., gym., etc.*

*Awful* means *awe-inspiring*. *Awe* means a feeling of fear and reverence. Right: "Niagara Falls filled me with awe, with a sense of my own littleness in the presence of the mighty works of the Creator;—the awful grandeur of the mountains;—the awful presence of the emperor." Help preserve the meaning of this useful word by avoiding it in the slangy sense of *extremely bad*, and by avoiding *awfully* in the slangy sense of *extremely*. Wrong: "The weather was awful all during August;—you are awful careless."

*Back.* Avoid *at the back part of* for *in the back part of*. Wrong: "There was a fireplace at the back part of the room." Avoid *back of, in back of*, for *behind*; *in front of* is correct. Wrong: "The garage was in back of the house." Avoid *back down* for *yield*. Wrong: "He is too obstinate to back down." Avoid *back out* for *withdraw*. Wrong: "You cannot back out of your agreement." Avoid *go back on* for *desert, turn unfaithful to*. Wrong: "He went back on his friends;—he went back on his promises."

*Balance* should not be used for *rest, remainder*. Wrong: "After six or seven rioters had been arrested, the balance of the mob dispersed." *Balance* is correctly used to mean an excess on either side of an account. Right: "I have a balance at the bank; there is a balance of twenty dollars against him at the bank."

*Barely, hardly, scarcely, but,* are often incorrectly coupled with a negative. Wrong: "I can't barely hear you;—I couldn't hardly see him;—I hadn't scarcely enough money to buy it;—he wasn't but a year older than I." Corrected: "I can barely hear you;—I could hardly see him;—I had scarcely enough money to buy it;—he was but a year older than I."

*Beautiful* means *full of beauty*. It should not be used without an exact regard for its meaning. Wrong: "We had a beautiful

time at the party." In such cases prefer some more accurate word; as: "We had a pleasant (or delightful, agreeable, interesting, jolly, amusing, diverting, etc.) time at the party."

**Big** is often misused for *great*. *Big* means *large*; *great* means *important*. Wrong: "The Fourth of July is a big day for the small boy."

**Bunch** is slang for *set, circle, clique, group*. Right: "He was not invited because he does not belong to our set (or circle);—our class is ruined by a small clique, who try to get all the offices for themselves;—a group (or a number) of small boys were walking on the railroad track;—each lesson is followed by a group (or a set) of exercises." Right: "A bunch of grapes."

**But**, in combination with a negative: see *barely*.

**Can't seem** should not be used for *seem unable*. Wrong: "I couldn't seem to make him understand." Corrected: "I seemed unable to make him understand."

**Claim** should be used only with the distinct idea of claiming something as one's own right or for one's own advantage. Right: "After his victory he claimed the prize;—he claimed to be the missing heir." *Claim* should not be used loosely for *assert, maintain*. Wrong: "He claims that the immigration laws are too strict." Corrected: "He asserts (or maintains) that the immigration laws are too strict."

**Contemptible, contemptuous**, are often confused. *Contemptible* means *worthy of contempt*. Right: "He won the game by a contemptible trick." *Contemptuous* means *showing contempt*. Right: "Napoleon, when he planned to invade England, spoke contemptuously of the British Channel as merely a wet ditch that could easily be crossed."

**Continual, continuous**, are often confused. *Continual* means *very frequent*; *continuous* means *uninterrupted*. "It rained continually all Friday," means that one shower followed another all through the day. "It rained continuously all Friday," means that it never stopped for a single moment.

**Cool off** should not be used for *cool, grow cool*. Wrong: "His enthusiasm began to cool off;—I was too angry to cool off all at once;—they cooled off their hands in the brook." Corrected: "His enthusiasm began to cool;—I was too angry to grow cool all at once;—they cooled their hands in the brook."

**Couple** should not be used for *several, a few*. Wrong: "Rest your arm for a couple of minutes." Corrected: "Rest your arm for a few minutes." Right: "The door was guarded by a couple of soldiers;—there were twenty-two couples at the dance."

**Crook** is slang for *swindler, sharper, thief, forger, cheat, liar*, etc.

**Crowd** means *multitude, throng*. It should not be used for *friends, acquaintances, set, circle, party, guests*. Wrong: "He was not

invited because he does not belong to our crowd;—the crowd adjourned to the dining-room for refreshments." Right: "The crowd applauded the fireman's bravery."

*Demand* (verb) should not be followed by an infinitive with a subject. Wrong: "I demanded him to give me back my money." Corrected: "I demanded back my money from him;—I demanded to be given back my money;—I demanded that he give me back my money."

*Different than* should not be used for *different from*.

*Dope* is slang for *drug* (verb and noun), *information*, *judge*, *guess*.

*Dopey* is slang for *drowsy*, *dull*. Wrong: "I took some dope for my headache;—he was doped and robbed in a little restaurant near the docks;—he was betting on the game as if he possessed some important dope;—it was evident that he had carefully doped out the probable result of the race;—the poorly ventilated room made me dopey."

*Down on*. To be down on should not be used for *to have a grudge against*, *to be prejudiced against*. Wrong: "He has been down on me ever since he heard me making fun of him;—the whole world seems to be down on an ex-convict."

*Dreadful* means *inspiring with dread*. Right: "He watched the dreadful preparations for his torture." Help preserve the meaning of this useful word by avoiding it in the slangy sense of *extremely bad*, and by avoiding *dreadfully* in the slangy sense of *extremely*. Wrong: "The weather was dreadful all during August;—you are dreadfully careless."

*Dumb* means *unable to speak*, *unwilling to speak*. It should not be used for *stupid*.

*Effect*: see *affect*.

*Elegant* means *characterized by elegance*. *Elegance* means *refinement*, *culture*, *finish*, *good taste*, *good breeding*. Right: "Elegant society;—elegant manners;—elegant decorations;—elegant language." It should not be used without an exact regard for its meaning. Wrong: "We had an elegant time at the party." In such cases prefer some more accurate word; as: "We had a pleasant (or delightful, agreeable, interesting, jolly, amusing, diverting, etc.) time at the party."

*Everywheres*, *nowheres*, *somewheres*, should not be used for *everywhere*, *nowhere*, *somewhere*.

*Except* is sometimes confused with *accept*. *Accept* means *receive favorably*; *except* means *leave out*. Right: "I accepted his invitation;—he invited everybody, no one being excepted."

*Expect* should not be used for *suppose*. Wrong: "I expect you are poking fun at me." Right: "I expected to see him;—I was expected to arrive sooner;—I expect you will be surprised when I tell you."

**Fake** (verb, adjective, noun) is slang for *sham, counterfeit*. Study the following examples carefully. Right: "Dishonest reporters often concoct news for their papers;—he does not mean what he says but is only shamming;—counterfeit money;—the football game was won by a sham kick (but *fake kick* is fast becoming a technical term in football);—the catcher made a feint at throwing the ball to second base;—the advertisement is a fraud."

**Faker** is slang for *street vender*. Look up *fakir* in the dictionary.

**Fearful** means *terrified* or *terrifying*. Right: "I was fearful of the result;—the lightning was fearful." Help preserve the meaning of this useful word by avoiding it in the slangy sense of *extremely bad*, and by avoiding *fearfully* in the slangy sense of *extremely*. Wrong: "The weather was fearful all during August;—you are fearfully careless."

**Fellow** means *associate, colleague, companion*. Right: "All his life he was respected by his fellows;—he ably supported his fellow in the debating team;—the fellows in his class were all of much the same age." It also means *ill-bred person*. Right: "Worth makes the man, the want of it the fellow." It is colloquial when used loosely for *person, student, boy*. Wrong: "In America every fellow has a chance;—the football team counts on the support of every fellow in school."

**Find out** means *detect, discover*; the idea of careful investigation is always implied. Right: "Sherlock Holmes found out the criminal;—we could not find out his secret." It should not be used for *find*. Wrong: "I glanced through the window and found out that the rain had begun."

**Fine** means *not coarse*. Right: "Fine sand;—fine thread;—fine linen;—fine print;—fine edge;—fine features." It also means *delicate, sensitive*. Right: "She has a fine touch on the piano;—he is a man of really fine feelings." It also means *noble, of very great merit*. Right: "His heroism will always be a fine example to us;—the poem contains a number of fine passages;—he is a fine musician;—his house was large and expensively furnished, but there was nothing elegant or fine about it." **Fine** should not be used without an exact regard for its meaning. Wrong: "We had a fine time at the party." In such cases prefer some more accurate word; as: "We had a pleasant (or delightful, agreeable, interesting, jolly, amusing, diverting, etc.) time at the party."

**Firstly** is avoided by careful writers; say *first*. *Secondly, thirdly, etc., and lastly*, are correct.

**Fit** should not be used for *well, in good health*. Wrong: "I am feeling unusually fit to-day."

**Fix** means *fasten, settle*. Right: "He fixed his eye on the book;—

a bracket was fixed to the wall;—we fixed on Wednesday as the best day for the picnic." It should not be used for *mend* or *predicament*. Wrong: "He fixed the broken lock;—he put his wife in an embarrassing fix by unexpectedly inviting four friends to dinner."

*Fluke* is slang for *stroke of luck*. Wrong: "The game was won by a fluke."

*Frightful* means *terrifying*. Right: "A frightful precipice." Help preserve the meaning of this useful word by avoiding it in the slangy sense of *extremely bad*, and by avoiding *frightfully* in the slangy sense of *extremely*. Wrong: "The weather was frightful all during August;—you are frightfully careless."

*Funny* means *comical*, not *peculiar*. Wrong: "It is funny that both her sons should have died on the same day."

*Get* means, primarily, *obtain*, *procure*. Right: "He decided to get a new automobile." The word has, in addition, many correct idiomatic uses. It is, however, much overused by immature writers. The following uses should be avoided. *Get for receive*; as: "I got a handsome Christmas present from my uncle." *Get for grow, become*; as: "The sky got very dark." *Get to for reach*; as: "He will not get to New York before Friday." *Have got for have*; as: "Have you got a penknife to lend me?" *Have got to for must*; as: "You have got to go whether you wish or not." *Get dressed, get married, for dressed, married*; as: "I got dressed as quickly as possible;—they got married last June." *Get through for finish, be done*; as: "I shall tire of this work before I get through." *Get on or along, for do, succeed*; as: "How are you getting on with your work?" *Get there for succeed*; as: "I have failed so far, but I shall get there yet." *Get up for organize*; as: "The ladies got up an entertainment to raise money for charity."

*Give in, give up*, should not be used intransitively for *lose heart, consent, yield*. Wrong: "He searched for the treasure a long time, but at last gave up;—he begged and begged until I finally gave in;—the commander of the fort replied that he would die rather than give in." These uses are defended in Webster's Dictionary, but are avoided by many careful writers in strictly literary work, and it would be safer to avoid them in papers destined for college entrance examiners.

*Go, pep, punch, push, snap*, etc., are unnecessary slang words for *energy, vigor, life, spirit, force, briskness*, etc. Study the following examples carefully. Right: "He always works with great energy;—I always like a vigorous story of adventure;—the second baseman was lifeless all through the game;—put some spirit into what you do;—his speech was slangy but had plenty of force;—both teams played a brisk game."

*Good-looking* should not be used for *handsome, beautiful, pretty*.

*Gorgeous* means *magnificent in color*. Right: "A gorgeous sunset;—the queen in her gorgeous robes of state." It should not be used without an exact regard for its meaning. Wrong: "We had a gorgeous time at the party." In such cases prefer some more accurate word; as: "We had a pleasant (or delightful, agreeable, interesting, jolly, amusing, diverting, etc.) time at the party."

*Grab* is correct, but inelegant, for *seize*.

*Grand* means *vast, majestic*. Right: "The business is being reorganized on a grand scale;—the snow-capped mountains were grand in the moonlight." It should not be used without an exact regard for its meaning. Wrong: "We had a grand time at the party." In such cases prefer some more accurate word; as: "We had a pleasant (or delightful, agreeable, interesting, jolly, amusing, diverting, etc.) time at the party."

*Great* means *considerable, large, important*. Right: "He stepped with great caution;—great columns supported the roof;—the discovery of America was one of the greatest events in history." It should not be used without an exact regard for its meaning. Wrong: "We had a great time at the party." In such cases prefer some more accurate word; as: "We had a pleasant (or delightful, agreeable, interesting, jolly, amusing, diverting, etc.) time at the party."

*Grouch* is slang for *fit of ill-temper, ill-tempered person*, etc.

*Grouchy* is slang for *ill-tempered, irritable, sullen*, etc.

*Guess* implies the idea of marked uncertainty. Right: "I simply guessed the answer to the problem;—though you have told me nothing, I can guess that you are feeling better." It is wrong for *suppose, believe, make up one's mind*. Wrong: "I guess you are poking fun at me;—I guess I am mistaken;—I guess I shall go to bed." Corrected: "I suppose you are poking fun at me;—I believe I am mistaken;—I am going to bed."

*Hardly*: see *barely*.

*Healthful, healthy*, are distinguished by careful writers. *Healthful* means *health-producing*. Right: "A healthful climate;—healthful food;—the old-fashioned home had a healthful influence on the morals of our nation." *Healthy* means *in good health*. Right: "A healthy mind in a healthy body."

*Home* should not be used for *at home*.

*Horrible* means *inspiring with horror*. Right: "The horrible massacre in Wyoming Valley." Help preserve the meaning of this useful word by avoiding it in the slangy sense of *extremely bad*, and by avoiding *horribly* in the slangy sense of *extremely*. Wrong: "The weather was horrible all during August;—you are horribly careless."

*Hot air* is unnecessary slang for which there are many substitutes in pure English; such as *twaddle*, *babble*, *gabble*, *rant*, *boast*, and *palaver* (verbs and nouns); and *moonshine*, *balderdash*, *flimflam*, *flummery*, and *wind* (nouns).

*Hunch* is gamblers' slang (from the superstition that it brings luck at cards to touch the hump of a hunchback) for *feeling*, *premonition*, *presentiment*. *Presentiment* and *premonition* imply that the event expected will be unpleasant. Right: "I have a feeling that I am going to win;—it is superstitious to believe in premonitions;—the hooting of the owl filled me with a presentiment of approaching danger."

*Hung* is avoided by careful writers when referring to the death penalty; prefer *hanged*.

*Hustle* is colloquial for *work hard*.

*In* should generally not be used for *into*. *Into* implies motion beginning outside. Wrong: "He went in the house;—he ran down the pier and jumped in the water."

*Incident* is sometimes confused with *instance*. *Incident* means *occurrence*. Right: "The duel on the stairs is the most exciting incident in the novel." *Instance* means *example*. Right: "His rescue of his master is a good instance of his loyalty."

*In condition* should not be used for *in good condition*. Wrong: "The first game of the season showed that the team was already in condition."

*Individual* refers to a particular person as distinguished from the class to which he belongs. Right: "He could preach a good sermon to the whole congregation, but he preferred private interviews, in which he could help individuals by discussing with them their individual needs." It should not be used loosely for *person*. Wrong: "He is the most disagreeable individual I have ever met."

*Job* means *piece of work* (performed in the course of regular business). Right: "The electrician charged too much for the job." It should not be used for *work*, *business*, *employment*, *undertaking*. Wrong: "How do you like your job?—an electrician has an interesting job;—he lost his job;—it was a hard job to launch the canoe."

*Kick* should not be used for *objection*, *protest*, *object to*, *protest against*. Wrong: "The umpire paid no attention to the kick they made;—they kicked strongly against the umpire's decision." These uses are defended in Webster's Dictionary, but are avoided by many careful writers in strictly literary work, and it would be safer to avoid them in papers destined for college entrance examiners.

*Kind of*, *sort of*, should not be used for *somewhat*, *rather*. Wrong: "I am sort of tired." *Kind of a*, *sort of a*, should not be used



for *kind of, sort of*. Wrong: "He is an odd kind of a man."  
Corrected: "He is an odd kind of man."

*Lay for* is a gross vulgarism for *lie in wait for, lie in ambush for, set a trap for*. Right: "The highwaymen were lying in ambush for the mail-coach;—Professor Blank is always setting traps for me."

*Lay out* is slang for *knock down, prostrate*. Right: "He knocked down (or *knocked out* if it was the winning blow) his opponent in the tenth round;—I was completely prostrated by the warm weather." *Lay one's self out* is colloquial for *exert oneself*. Right: "I exerted myself to please him."

*Leave* is often misused for *let*. *Leave* means *depart from, let remain*. Right: "He left the house in a rage;—leave the pictures on the wall." *Let* means *permit*. Right: "Let me do it for you." *Leave go* is grossly vulgar for *let go*.

*Liabie*: see *apt*.

*Loan* is a noun; the verb is *lend*.

*Lot, lots*, should not be used for *a good deal, a good many*.

*Lovely* means *lovable*; it implies that the heart is stirred to love or affectionate admiration. Right: "He has a lovely disposition;—the music of the flute was soft and lovely." It should not be used without an exact regard for its meaning. Wrong: "We had a lovely time at the party." In such cases prefer some more accurate word; as: "We had a pleasant (or delightful, agreeable, interesting, jolly, amusing, diverting, etc.) time at the party."

*Mad* means *insane, not angry*.

*Magnificent* means *characterized by magnificence*. *Magnificence* means *grandeur, majestic beauty, splendor*. Right: "The scenery in the Canadian Rockies is magnificent;—the temple, with its slender turrets, vast domes, exquisite carvings, pure gold, precious gems, ivory, and alabaster, was a building of the utmost magnificence." This word should not be used without an exact regard for its meaning. Wrong: "We had a magnificent time at the party." In such cases prefer some more accurate word; as: "We had a pleasant (or delightful, agreeable, interesting, jolly, amusing, diverting, etc.) time at the party."

*Mean* means *low* (in rank or importance), *base-minded, stingy*. Right: "Many great men have been born in the meanest rank of life;—the coward, in his mean fear of death, prefers life to honor;—the landlord was too mean with his money to repair his own houses." It should not be used for *disobliging, unkind*. Wrong: "It was mean of me to make fun of him."

*Mighty* should not be used for *very*. Wrong: "He looks mighty well."

*Most* should not be used for *almost*. Wrong: "I have most finished reading the book."

*Near by* is colloquial for *near at hand*, *close at hand*, *neighboring*. It is particularly objectionable when used as an adjective directly modifying a noun. Wrong: "The injured man was carried into a near by drug store." Corrected: "The injured man was carried into a neighboring drug store (or, into a drug store near at hand)."

*Nice* means *discriminating*, *requiring discrimination*, *exact*, *particular*. Right: "To settle this difficult question requires nice judgment;—some words mean so nearly the same thing that the difference between them is very nice indeed;—the mechanism of a watch has to be adjusted with the utmost nicety;—he is very nice in the kind of clothes he wears." There is no word in the English language which quite takes the place of *nice*; and yet its meaning is rapidly being destroyed by those who use it in a general slang sense of *good*. Wrong: "We had a nice time at the party." In such cases prefer some more accurate word; as: "We had a pleasant (or delightful, agreeable, interesting, jolly, amusing, diverting, etc.) time at the party."

*No good* should not be used for *worthless*. Wrong: "The lantern-slides were interesting, but the lecture itself was no good." Right: "Misdirected charities do no good."

*No use* should not be used for *useless*, *of no use*. Wrong: "It is no use to resist." Corrected: "It is useless to resist;—it is of no use to resist;—there is no use in resisting."

*Nowheres*: see *everywheres*.

*Off of* is vulgar for *off*. Wrong: "Please keep off of the grass."

*Onto* is considered a colloquialism by some college examiners and by others who are scrupulous in the purity of their English; but its use is defended by Webster's Dictionary. Substitutes are *on*, *upon*, *down on*.

*Out* is unnecessary and inelegant after *lose* and *win*. Wrong: "They won out in the tenth inning by a home run."

*Outside*, *outside of*, should not be used for *besides*, *aside from*. Wrong: "Outside the engineer and fireman, no one on the train was hurt;—outside of the expense there is no objection to the proposed plan." *Outside of* should not be used for *outside*. Wrong: "The children were forbidden to go outside of the yard."

*Party* should not be used loosely for *person*. Wrong: "I was stopped in the street by a gray-haired old party." Right: "I was invited to the party;—the Republican party;—he was a party to the crime though he was not the actual murderer;—there must always be two parties to an agreement."

*Peeved* is slang for *peevish* or *piqued*. Right: "He has a peevish disposition;—he was piqued by your sarcasm."

*Pep*: see *go*.

*Plenty* is a noun. It should not be used as an adjective; say *plentiful*. Wrong: "Strawberries will not be plenty this season." *Plenty* should not be used as an adverb; say *fully*. Wrong: "This was plenty good enough for him."

*Posted* should not be used for *informed*. Wrong: "He is posted on current politics."

*Prefer than* should not be used for *prefer to*. Right: "I prefer running risks to being thought a coward."

*Proposition* means *proposal*. Right: "He declined my proposition to help him with the work." It should not be used for *undertaking*, *affair*, etc. Wrong: "The digging of the canal was an expensive proposition;—Four-fingered Pete was the most dangerous proposition the detectives ever had to deal with." Corrected: "The digging of the canal was an expensive undertaking;—Four-fingered Pete was the most dangerous criminal the detectives ever had to deal with."

*Pull* should not be used for *personal influence*, *favoritism*. Right: "He got the appointment through his personal influence with the Governor;—there is too much favoritism in the political appointments made by Congress."

*Punch*: see *go*.

*Push*: see *go*.

*Quite* means *entirely*, *absolutely*. Right: "I have not quite finished the book;—you are quite mistaken." It should not be used for *rather*, *very*. Wrong: "Fortunately a doctor's office was quite near;—he is quite rich."

*Quite a good deal*, *quite a good many*, *quite a few*, *quite a lot*, *quite a number*, etc., should not be used for *a good deal*, *a good many*.

*Raise* should not be used for *an increase in wages*.

*Rarely ever* should not be used for *rarely* or *rarely if ever*.

*Real* should not be used for *very*. Wrong: "The first part of the novel was real interesting."

*Right away*, *right off*, should not be used for *immediately*, *at once*.

*Rock* means *mass of stone*, *cliff*, etc. Right: "The piers of the bridge were built on rock thirty feet below the river-bottom;—the rock of Gibraltar." It should not be used for *stone* (i.e., *small piece of stone*). Wrong: "The strikers contented themselves with throwing rocks at the factory windows."

*Rotten* means *decayed*. It should be used only when the idea of decay is intended. Right: "A rotten apple;—the whole city government is rotten to the core." This word is too strong to be used for *extremely bad*, *very disagreeable*. Wrong: "The

weather was rotten all during August;—we had a rotten time at the party."

*Rough-house* is a slang word for which there is no very satisfactory substitute in pure English. Possible substitutes are *racket*, *uproar*, *riot*.

*Run* should not be used for *carry on*, *conduct*, *manage*, *operate*. Right: "He carries on a large business in wholesale groceries;—he conducts a summer hotel;—the quarterback managed the team during the game;—he operated his factory night and day."

*Run down* should not be used for *speak ill of*, *speak slightly of*. *Same* should not be used as a pronoun. Wrong: "We have received your order for one hundred spades, size number eight, and will ship same as soon as possible." Corrected: "We have received your order for one hundred spades, size number eight, and will ship them as soon as possible."

*Say* should not be used for *share*, *voice*. Right: "In a true republic everybody has a voice in the settlement of national questions."

*Say* should not be followed by an infinitive expressing a command. Wrong: "He said for us to leave the room;—he said to leave the room." Corrected: "He said that we should leave the room (or) he told us to leave the room." Right: "He is said to have contributed a hundred dollars."

*Scarcely*: see *barely*.

*Scared of* should not be used for *afraid of*. Wrong: "She was scared of the lightning." *Scared by* is correct.

*Show* should not be used for *chance*, *play*. Wrong: "He had no show of winning;—I prefer a regular drama to a musical show."

*Show up* should not be used for *appear*, *arrive*. Wrong: "He failed to show up at the appointed hour."

*Slick* is slang for *smooth*, *sleek*, *excellent*, *shrewd*. *Slick up* is slang for *put in order*. Right: "His hair was brushed sleek;—this is an excellent novel;—he is a shrewd business man;—the room was put in order."

*Slump* (verb and noun) is slang for *decline*, *fall off*, *falling off*. Right: "There was a sudden decline in wholesale prices;—business has begun to fall off this summer earlier than usual."

*Snap*, in the sense of *energy*: see *go*.

*So*, in the sense of *therefore*, is much overused by untrained writers. Example: "I was tired; so I went to bed." Its overuse may be avoided in the following ways: "Because I was tired, I went to bed;—feeling tired, I went to bed;—on account of my fatigue I went to bed."

*Some* should not be used for *to some extent*, *somewhat*. Wrong:

"You have grown some in height since I last saw you;—he is well enough to work some every day."

*Somewheres*: see *everywheres*.

*Sort of*: see *kind of*.

*Splendid* means *bright, shining, brilliant*. Right: "The Sultan's turban was splendid with jewels;—his heroism will always be a splendid example to us;—the Panama Canal is a splendid achievement of modern engineering." It should not be used without an exact regard for its meaning. Wrong: "We had a splendid time at the party." In such cases prefer some more accurate word; as: "We had a pleasant (or delightful, agreeable, interesting, jolly, amusing, diverting, etc.) time at the party."

*Start* should not be used for *begin*. Wrong: "It started to snow in the early evening." Right: "He started the motor;—the sudden noise made me start;—he started for Europe last week." *Start out* should not be used for *start* or *set out*. Wrong: "He started out for Europe last week;—he started out on a walking tour."

*Tell on* should not be used for *inform against*. Wrong: "The police would never have found his hiding place if his neighbors had not told on him."

*Terrible* means *terrifying*. Right: "Their utter inability to stop it from spreading made the plague much more terrible." Help preserve the meaning of this useful word by avoiding it in the slangy sense of *extremely bad*, and by avoiding *terribly* in the slangy sense of *extremely*. Wrong: "The weather was terrible all during August;—you are terribly careless."

*That, this*, should not be used as adverbs. Wrong: "I had no idea your house was that near;—I agree with you this far;—he was that embarrassed he could hardly speak." Corrected: "I had no idea your house was as near as that;—I agree with you thus far;—he was so embarrassed he could hardly speak."

*Thing* is much overused by untrained writers. A more definite word should be preferred when possible. Needlessly vague: "Put on your things and take a walk;—another thing against the proposed plan is the expense." Improved: "Put on your hat and coat, and take a walk;—another argument against the proposed plan is the expense."

*This*: see *that*.

*Through*. *To be through, to get through*, should not be used for *to finish, to be done*. Wrong: "Never stop till you get through;—I am through reading the book." Corrected: "Never stop till you are done;—I have finished reading the book."

*Tremendous, tremendously*, imply the idea of terror, vast size, or vast importance. Help preserve the strength of these valuable

words by not using them when *great, greatly*, will serve your purpose. Right: "Pompeii was destroyed by a tremendous eruption of Mount Vesuvius;—the French Revolution brought about the most tremendous consequences;—he was greatly excited over the news."

*Try and* is wrong for *try to*. Wrong: "An effort should be made to try and discover the cause of the explosion."

*Turn down* is slang for *refuse, reject*. Wrong: "The demands of the labor unions were turned down by the factory owners;—he was proposed for membership in the club, but was turned down."

*Ugly* means *hideous, repulsive*. Right: "An ugly face;—an ugly crime." It should not be used for *ill-tempered*. Wrong: "Some horses have an ugly disposition."

*Up* is unnecessary after *divide, end, finish, open, polish, rest, scratch, settle*, etc. Omit the *up*. Wrong: "The furniture was badly scratched up in the moving."

*Very* should not be used to modify a past participle; say *very much*. Wrong: "He was very enraged by the insult;—he looks very exhausted."

*Way* is an improper abbreviation of *away*. Wrong: "The powder house was situated way up the river."

*Wise* is slang for *aware*. Wrong: "I was wise to all his tricks." Corrected: "I was aware of all his tricks."

*Wonderful* means *marvelous, astonishing*. Right: "Wireless telegraphy is a wonderful achievement of science." It should not be used without an exact regard for its meaning. Wrong: "We had a wonderful time at the party." In such cases prefer some more accurate word; as: "We had a pleasant (or delightful, agreeable, interesting, jolly, amusing, diverting, etc.) time at the party."

*Exercises 37-43, in Appendix 12, treat of errors explained in the glossary; exercise 44, of vocabulary-building.*

## CHAPTER VIII

### VARIETY

#### AN EIGHTH QUALITY OF GOOD ENGLISH

165. An eighth quality of good English is variety. Variety requires that a composition should be free from a disagreeable sameness of sentence-structure and from a disagreeable repetition of words.

#### VARIETY OF SENTENCE-STRUCTURE

166. A composition should be free from a disagreeable sameness of sentence-structure.

167. The sentences in a composition should not be all long or all short; they should not be all periodic or all loose.

168. The best types of the lengthy sentence are balanced or periodic.

A lengthy sentence, good because balanced: He had it in his power to triple his already splendid fortune; to connive at abuses while pretending to remove them; to conciliate the good-will of all the English in Bengal by giving up to their rapacity a helpless and timid race, who knew not where lay the island which sent forth their oppressors, and whose complaints had little chance of being heard across fifteen thousand miles of ocean.

A lengthy sentence, good because periodic: On the contrary, the fair Jewess, though sensible that her patient now regarded her as one of a race of reprobation, with whom it was disgraceful to hold any beyond the most necessary intercourse, ceased not to pay the same devoted attention to his safety and convalescence.

169. The best type of the short sentence is a sentence intended to express the most important idea in the paragraph. It is very effective for this purpose; for, if it is followed or preceded by a number of much longer sentences, it is made very prominent by the contrast. A topic-sentence is therefore particularly effective when short.

A short sentence, good because it expresses the most important idea of the paragraph: Whoever has made a voyage up the Hudson will remember the Catskill Mountains. They are a dismembered branch of the great Appalachian family, and are seen away to the west of the river, swelling up to a noble height, and lording it over the surrounding country. Every change of season, every change of weather, indeed every hour of the day, produces some change in the magical hues and shapes of these mountains; and they are regarded by all the good wives, far and near, as perfect barometers. When the weather is fair and settled, they are clothed in blue and purple, and print their bold outlines on the clear evening sky; but sometimes, when the rest of the landscape is cloudless, they will gather a hood of gray vapors about their summits, which, in the last rays of the setting sun, will glow and light up like a crown of glory.

170. Short sentences in succession are sometimes useful in a very exciting portion of a story, to give to the action the effect of rapidity.

Short sentences in succession, good because they suit the rapid and exciting action: Suddenly, with a loud huzza, a little cloud of pirates leaped from the woods on the north side, and ran straight on the stockade. At the same moment the fire was once more opened from the woods, and a rifle-ball sang through the doorway, and knocked the doctor's musket into bits. The boarders swarmed over the fence like monkeys. Squire and Gray



fired again and yet again; three men fell, one forward into the enclosure, two back on the outside. But of these, one was evidently more frightened than hurt, for he was on his feet again in a crack, and instantly disappeared among the trees. Two had bit the dust, one had fled, four had made good their footing inside our defenses. [Notice that compound sentences of short main clauses produce the same rapid effect as separate short sentences.]

171. Interrogative and exclamatory sentences may occasionally be introduced for the sake of variety.

Declarative: And, in the third place, we must consider the cost of the proposed measure.

Interrogative: And, in the third place, what about the cost of the proposed measure?

Declarative: I was undecided what to do next.

Interrogative: What was I to do next?

Declarative: No other man would have borne the slights and affronts of the Continental Congress with such patience.

Interrogative: Who else would have borne the slights and affronts of the Continental Congress with such patience?

Declarative: It had been a most eventful day.

Exclamatory: What an eventful day it had been!

*Exercises 45-46, in Appendix 12, treat of variety of sentence-structure; exercise 47, of variety of sentence-structure through variety of subordination.*

#### VARIETY OF WORDS

172. A composition should be free from a disagreeable repetition of words.

173. Repetition of words is good when it appears to be

done for a definite purpose, and bad when it appears to be done through mere carelessness.

174. Repetition is good when it appears to be done for the purpose of securing perfect clearness. Never, in fact, hesitate to repeat a word, if greater clearness can thereby be secured.

Not clear: If the coach really advised the captain, then he cannot be held responsible.

Repetition desirable for clearness: If the coach really advised the captain, then the coach cannot be held responsible.

175. Repetition is good when it appears to be done for the purpose of avoiding the use of a substitute expression that would sound forced or flowery.

Flowery: If the conversation in which the policeman was engaged with the ticket-chopper had not been so earnest, I might have succeeded in attracting the attention of the guardian of the law.

Repetition desirable for the avoidance of a flowery substitute expression: If the conversation in which the policeman was engaged with the ticket-chopper had not been so earnest, I might have succeeded in attracting the policeman's attention.

176. Repetition is good when it appears to be done for the purpose of giving force to a word.

Repetition desirable for forcefulness: Slowly, slowly, slowly, the days succeeded each other, days and weeks and months.

177. Repetition is good when it appears to be done for the purpose of balanced style.

Imperfectly balanced: He was too much of a politician to be a good statesman, and yet he was possessed of just

enough statesmanlike qualities to prevent his being successful in practical politics.

Repetition desirable for balanced style: He was too much of a politician to be a good statesman, and too much of a statesman to be a good politician.

178. Repetition is bad when it appears to be done through mere carelessness.

Careless repetition: The game was so rough, particularly in the second half, that only five of our men and six of our opponents were able to last throughout the game.

Corrected: The game was so rough, particularly in the second half, that only five of our men and six of our opponents were able to last from start to finish.

Careless repetition: Having accepted the challenge to the duel, he secured a second, and having made his will, calmly waited for the day.

Corrected: Having accepted the challenge to the duel, he secured a second, and after making his will waited calmly for the day.

Careless repetition: There is a huge clump of lilac bushes directly beneath my window-sill. To the left there is a cherry-tree; while in front, across the garden, there are two buildings, one used as a barn, the other as a garage.

Corrected: A huge clump of lilac bushes grows directly beneath my window-sill. To the left there is a cherry-tree; while in front, across the garden, are situated two buildings, one used as a barn, the other as a garage.

179. In the criticism of your themes, the symbol *Rep* will be used to indicate disagreeable repetition.

*Exercise 48, in Appendix 12, treats of variety of words.*

## RELATIVE IMPORTANCE OF THE TEN QUALITIES OF GOOD ENGLISH

180. The ten qualities of good English treated in this book are arranged as far as possible in the order of their importance, the most important coming first. The first three qualities (unity, orderliness, and proportion) are the three absolutely essential qualities; and a theme conspicuously lacking in these, no matter how well written in other respects, would be practically worthless. Next in importance (perhaps equally important) is clearness; it is hardly worth while to write at all, if one cannot be clear. Next in importance comes grammatical correctness; to speak or write ungrammatically brands one as ignorant and uneducated. These first five qualities of good English (unity, orderliness, proportion, clearness, and grammatical correctness) are the five major qualities; no composition should be deficient in any of them. The sixth and seventh qualities (forcefulness, and appropriateness of wording) are of course of great importance, but they are less essential than the first five. The last three qualities (variety, smoothness, and conciseness) are of distinctly less importance; they may be described as the ornaments, rather than as the essentials, of a composition.

181. The relative importance of these ten qualities should be carefully borne in mind. Often, in actual writing, two qualities conflict. In such a case, the less important of the two should be sacrificed for the other. For example, variety should always when necessary be sacrificed for the sake of clearness.

Undesirable [clearness sacrificed for variety]: If the coach really advised the captain, then he cannot be held responsible.

Desirable [variety sacrificed for clearness]: If the coach really advised the captain, then the coach cannot be held responsible.

In almost all cases, however, a little ingenuity will discover

a way of so recasting the sentence that neither quality needs to be sacrificed.

Better still [neither clearness nor variety sacrificed]:  
The coach, if he really advised the captain, cannot be held responsible.

## CHAPTER IX

### SMOOTHNESS

#### A NINTH QUALITY OF GOOD ENGLISH

182. A ninth quality of good English is smoothness. Smoothness requires that the language of a composition should be free from harshness and awkwardness in sound.

#### DISAGREEABLE LIKENESS OF SOUNDS

183. Avoid a disagreeable likeness of sounds.

Harsh: The organization of an association is under contemplation.

Corrected: The organization of a club is contemplated.

Harsh: He writes extremely hastily.

Corrected: He writes with extreme haste.

Harsh: Though half of his men were gone, he fought on until dawn.

Corrected: Though he had lost half of his men, he fought on until daybreak.

Harsh: I realize that that is so.

Corrected: I realize that what you have said is so.

Harsh: In informal letters, one should write as he would talk.

Corrected: In letters of an informal kind, one should write as he would talk.

#### DISAGREEABLE BREAKS IN SENTENCE-FLOW

184. Avoid putting words or expressions in places where they unnecessarily break the smooth flow of the sentence. In the following examples, the breaks are indicated by commas.

Awkward: He, as I have said, is, between you and me, a shrewd and, I have every reason to believe, a dishonest politician. [Six breaks.]

Corrected: Between you and me he is a shrewd politician, as I have said; and I have every reason to believe he is a dishonest one. [Two breaks.]

185. The following example illustrates a particularly frequent type of the broken sentence. Notice carefully how it may be avoided.

Awkward: He has great respect for, and great confidence in, his master.

Corrected: He has great respect for his master, and great confidence in him.

186. In the criticism of your themes, the symbol *K* will indicate awkwardness, harshness, or any other violation of smoothness.

#### CAUTION AGAINST SACRIFICING CLEARNESS OR FORCEFULNESS

187. When two qualities of good English conflict, the less important should always be sacrificed for the other.

Undesirable [clearness sacrificed for smoothness]: The moment the sun was up, he examined the position that he was to defend with a carefulness made necessary by his extreme danger. [One break.]

Desirable [smoothness sacrificed for clearness]: The moment the sun was up, he examined, with a carefulness made necessary by his extreme danger, the position that he was to defend. [Three breaks.]

Undesirable [forcefulness sacrificed for smoothness]: To show cowardice now would disgrace his family honor, he thought. [One break.]

Desirable [smoothness sacrificed for forcefulness]: To show cowardice now would, he thought, disgrace his family honor. [Two breaks.]

## A TEST FOR SMOOTHNESS

188. To test the smoothness of what you have written, read it aloud to yourself, noticing attentively how it sounds. Many great authors have made use of this simple test.

*Exercise 49, in Appendix 12, treats of smoothness.*



## CHAPTER X

### CONCISENESS

#### A TENTH QUALITY OF GOOD ENGLISH

189. A tenth quality of good English is conciseness. Conciseness requires that a composition should be free from noticeable wordiness.

Wordy: He told me that the arguments which he had made against the resolution which was under dispute, had no effect on those in the audience who paid any attention to his remarks, and that many gave him practically no attention at all.

Corrected: He told me that his arguments against the resolution under dispute were given practically no attention by many in the audience, and had no effect on the rest.

190. A common form of wordiness is the repetition of the same idea in different words.

Wordy: The sergeant now saw he was surrounded on all sides.

Corrected: The sergeant now saw he was surrounded.

Wordy: They brought offerings and gifts from the neighboring villages, and laid them at the feet of the new idol.

Corrected: They brought gifts from the neighboring villages, and laid them at the feet of the new idol.

191. Another common form of wordiness is the unnecessary repetition of the subject for a second verb.

Wordy: After this the sachem and his grave councillors were escorted on board the caravel, and they were shown all over the strange vessel.

Corrected: After this the sachem and his grave councillors were escorted on board the caravel, and were shown all over the strange vessel.

192. A plain, neat style of expression demands the exclusion of all forms of wordiness. Do not suppose, however, that every sentence should be reduced to the lowest possible number of words, and that a composition should be as bald as a telegram. It is simply a question of good taste and common sense. But you should cultivate a rather plain taste in such matters, so that you will err, if you err at all, on the side of plainness.

193. In the criticism of your themes, the symbol *W* will be used to indicate any form of wordiness.

*Exercise 50, in Appendix 12, treats of wordiness.*



## **APPENDIXES**



## APPENDIX 1

### HINTS ON WRITING NARRATIVES

194. There are many different kinds of stories, and each kind is told in a different way. Directions that would apply to one sort would not apply equally well to another. This chapter deals with only one type of story, the type that is simplest and most familiar; and the suggestions given are merely the briefest possible hints.

195. Your story should work towards a climax, which will come near the end. For example, in a story entitled *A Coasting Accident*, your climax might be the collision with the freight train.

196. You should have your climax definitely in mind before you begin your story. Put in your story only such things as help to prepare the way for the climax.

197. Begin by giving any preliminary explanations that may be necessary: tell the time and place, introduce the principal persons, explain the events that led up to what you are going to tell.

For example, in the story entitled *A Coasting Accident*, you might begin with the following preliminary explanations: One afternoon last winter, when the snow was covered with ice, you and your friend Jim played truant from school and joined half a dozen other boys, who were coasting on a bob-sled down Plymouth Street and across the railroad siding at the bottom; you should also tell how much you enjoyed the coasting all afternoon, until it began to grow dark, and how for safety you took turns standing at the bottom of the hill by the railroad track to shout a warning in case a shifting engine or a train should come past.

198. All these preliminary explanations should be as brief as possible. Condense them, if you can, into one or two sentences. To secure immediate interest, many good stories open with action or conversation, explaining after a few lines; this takes skill.

199. You are now ready to commence the real action of your story. Start the action at once, and work straight up to your climax. For example, in the story entitled *A Coasting Accident*, you might say that although it was now almost dark, you decided to have one coast more, and left one of the fellows, called Pete, who was impatient to go home, at the foot of the hill to shout a warning in case of danger.

200. If you have to introduce into your story a person not previously mentioned, tell who he is, but do so as briefly as possible. For example, in introducing Pete, it would be enough to say, "One of the fellows, called Pete, who was impatient to go home."

201. As the action of your story advances toward the climax, do not let the action go so fast that you fail to create a feeling of suspense. This is the most important part of your story: if your action rushes right to the climax without any suspense, your story will be a failure. You can create suspense by giving hints of the approaching danger, and then, after the danger is in full view, describing your sensations of fear and dismay and your frantic efforts to avoid it.

For example, in the story entitled *A Coasting Accident*, you can create suspense by telling how you forgot to wait for Pete's signal to come ahead, how part way down the hill you suddenly realized that Pete was not at the crossing but had gone home, how next moment you heard the toot of a shifting engine, how you were now going at lightning speed and fast approaching the track, how Jim tried desperately to steer the bob-sled into the snow-bank on the side of the street but found it impossible on account of the speed and the frozen

ruts, how the rear end of a freight train appeared in the twilight on the crossing and your heart seemed absolutely to stand still, how on an icy stretch Jim at the last moment managed to steer over to the left, but this only made the rear runners skid, so that the bob-sled was whipped round and hurled sidewise at the freight train.

202. The real action of your story ends with the climax. For example, in the story entitled *A Coasting Accident*, the climax is the collision: as the bob-sled whipped round, everybody tried to fling himself off on the side away from the train, there was a great crash, something hit you on the forehead, and you knew no more.

203. Last of all, comes the conclusion. In many stories it can be omitted altogether; in any case it should be as short as you can make it.

For example, in the story entitled *A Coasting Accident*, it would be enough to say that when you came to your senses you were in bed at home, with the doctor and your family bending over you; that a few stitches and a few days indoors repaired the damage to your head, where you had been hit by a flying piece of the bob-sled; that, as you afterwards learned, no one else had been hurt at all, although the sled had been literally ground to pieces; and that, while your father never punished you for having played truant from school on that disastrous day, it was almost a month before you played truant again.

204. Always tell the events in the exact order in which they occurred.

205. Avoid the present tense.

206. The foregoing example of the story entitled *A Coasting Accident* might be outlined as follows:

#### A COASTING ACCIDENT

##### I. The occasion.

##### A. My truancy from school.



- B. The dangers and delights of the hill.
- II. The last coast.
  - A. Pete's negligence, and ours.
  - B. The toot of the engine.
  - C. Jim's vain attempt to steer into the snow-bank.
  - D. The appearance of the freight train.
  - E. The apparent certainty of death.
  - F. The final swerve.
  - G. The collision.
- III. The results.
  - A. My injury.
  - B. The fate of my friends.
  - C. My temporary reform.

207. A model outline and topic-sentences for a somewhat different type of story (*A Gorilla Hunt*) are given and discussed in sections 14, 36-38, and 45-46.

*Exercise 51, in Appendix 12, treats of the creation of suspense before the climax in narratives.*

*Parts I-III of Appendix 16 contain suggested subjects for narrative themes.*

## APPENDIX 2

### HINTS ON WRITING DESCRIPTIONS

208. A description, to be interesting, should describe something that is interesting,—something, for example, that is unusual, or beautiful, or famous, or picturesque. In any case it should be something that you are interested in, yourself. Choose a subject that you can approach with some degree of enthusiasm.

209. To be interesting you should not attempt to describe every minute detail, as in a catalogue.

210. The details chosen should be appropriate, that is, they should help to produce the effect which the whole description is intended to produce. For example: if you are describing something unusual, choose chiefly the unusual details; if you are describing something beautiful, choose chiefly the beautiful details, etc. A few details, if wisely chosen, will suggest the rest. When it is your purpose to produce in the reader's mind a scientifically exact picture, a map or diagram will help.

211. The details should be arranged in some logical order. In most cases, the best order is the place-order, that is, the order in which the details are situated, as near to far, left to right, east to west, outside and inside. Keep distinctly in mind the position of the observer; and imagine his position either as stationary or as moving from place to place in some definite, logical course.

212. If what you are describing is still in existence, use the present tense, even though you last saw it a long while ago.

213. A model outline and topic-sentences for a description are given and discussed in sections 15, 39-40, and 47-48.

*Exercise 52, in Appendix 12, treats of the choice and order of details in description.*

*Part IV of Appendix 16 contains suggested subjects for descriptive themes.*

## APPENDIX 3

### HINTS ON WRITING EXPOSITIONS

214. An exposition is an explanation.

215. The chief requirement is clearness. Use maps, charts, plans, diagrams, working drawings, pictures, etc., if necessary.

216. Put yourself in the reader's place; explain carefully the things that will be hardest for him to understand.

217. If it is necessary to introduce unusual terms, explain them when you first introduce them.

218. To be clear, you must arrange what you have to say in the most careful order. Take one thing at a time.

219. In explaining how a thing is made or done, a good order is the step-by-step order, that is, the order in which the steps would be actually taken. For example, a theme on *How to Make a Log Cabin* might be arranged as follows: choice of a location, preparation of materials, construction of the framework, and finishing touches. Or, for another example, a theme on *Laying Out a Tennis Court* might be arranged as follows: preparation of the ground, how to use the marker, locating the central cross-line, locating the outside lines, and locating the remaining lines.

220. In explaining the operation of a machine, imagine the machine as actually operating, and explain the operation step by step. For example, a theme on *The Automatic Fire-Sprayer* might be arranged as follows: the overhead water-pipes, the plugs of sealing-wax, the spraying attachment, the fire at midnight, the melting of the wax plugs, the extinguishing of the fire, the sounding of the automatic alarm.

221. In explaining a person's character, take each quality separately, with your proofs or examples of each. Thus, a theme on *The Character of George Washington* might be arranged as follows: his pride, his temper, his moral courage, his determination, his honesty, and his justice.

222. In explaining the reasons, causes, or results of something, arrange them under distinct heads. For example, a theme on *The Proposed Increase of the American Navy* might be arranged as follows: the reasons for, and the reasons against; or, the proposed increase might be presented as immoral, unnecessary, and unwise. A theme on *The Cause of the War* might be divided into the immediate cause and the underlying cause. A theme on *The Effect of Immigration* upon the United States might recite the effect on particular places and particular forms of business, and the effect on the country in general; or the effect on business, on law and order, on education, on morality, on politics, and on patriotism.

223. A model outline and topic-sentences are given and discussed in sections 16, 41-42, 47, and 49.

*Exercise 53, in Appendix 12, treats of the classification and arrangement of ideas in exposition.*

*Parts V-X of Appendix 16 contain suggested subjects for expository themes.*

## APPENDIX 4

### HINTS ON WRITTEN AND ORAL ARGUMENT

224. The first step, in preparing an argument, is to gather the material. Read all you can about the question, not merely arguments on both sides, but all the obtainable facts relating to it. Your purpose, at this stage, should be to collect information. Use encyclopedias, annual almanacs (like the *World's Almanac*), the *Congressional Record* and government reports (obtainable through your congressman), articles in magazines (like the *Outlook*, *Independent*, *Review of Reviews*, *Literary Digest*, *Current Opinion*), tracts published by societies interested in the question, and books devoted to the subject. As you read, make brief memoranda, with page-references, of such arguments, facts, or figures as seem important. Besides reading, think. Many of your arguments will have to come out of your own head. Great benefit is to be derived from discussing the question with other people. Make notes of important ideas.

225. The next step is to organize your material. Look over your notes and ideas, and classify them, bringing together all the material that bears on one point. Drop out all material that does not furnish you with an actual argument. There are many possible ways of classifying the same material. Try to find some system of classification that is simple and clear. There should be a clean-cut distinction between the main headings. Be sure they do not overlap. Otherwise they will be hard for your readers, or your audience, to remember.

The following systems of classification will serve in many cases: the proposed measure would have physical benefits,

mental benefits, and moral benefits; it would be costly, dangerous, impracticable, and unjust; it is sound in principle, and successful in practice; it would be illegal, unwise, and immoral; it would benefit the individual, and would benefit the state; it would have economic (*i.e.*, financial and commercial) advantages, and political advantages; all conceivable substitute measures (discussing them one by one) would be bad, and the proposed measure would be good.

Whatever system of classification you choose, the main heads should not be too many, or your readers (or your audience) will forget some of them; and the main heads should not be too few, or it will be too hard for your readers (or your audience) to remember all the sub-arguments under each.

226. The third step is to outline your material. The outline of an argument is called a brief. Strike out any points that seem rather weak: they will do you more harm than good. Arrange your main arguments (*i.e.*, your main headings) so that the strongest is last, and the next strongest first: first and last impressions count. Under each main argument put the sub-arguments that prove it. Every argument, main or subordinate, should be expressed in the form of a complete statement, with subject and verb.

227. Following is a model brief:

Resolved that the children of our city should be required by law to attend school until the age of fifteen.

I. Because it would reduce disease.

A. Because epidemics always start in the slums.

1. Because ignorant people resist city health measures.

2. And because they do not understand sanitation.

B. And because the schools teach physiology and hygiene.

II. And because it would reduce boss-rule.

A. Because ignorant people are easily dominated by bosses.

- B. And because the schools teach history and civics.
- III. And because it would reduce our un-American population.
  - A. Because our city has about 800 foreign children not attending school, and constituting a menace against American ideals and law and order.
  - B. And because the schools teach English.
  - C. And because the schools teach patriotism and civic duties.
- IV. And because it would reduce crime.
  - A. Because civilized nations are more law-abiding than barbarous nations.
  - B. And because 81 per cent. of the crimes committed in this city during the past decade were by uneducated men.
  - C. And because the schools teach morality and provide slum children with a wholesome atmosphere.
- V. And because it would give the poor boy a chance to rise.
  - A. Because Lincoln and other self-made men owed their success to education.
  - B. And because the schools teach trades as well as books.
  - C. And because many boys would be encouraged to go on into high school and perhaps into college.
  - D. And because the objection that "working at a trade is itself a good education" is unsound.
    - 1. Because the schools teach trades.
    - 2. And because the schools teach other things besides.
    - 3. And because a boy would have a chance to find which trade he is best fitted for.
- VI. And because the age-limit could not safely be put lower than fifteen.
  - A. Because the advantages already enumerated would be derived chiefly from the study of physiology, hygiene, history, civics, civic duties, and industrial trades.



- B. And because these subjects could not be successfully taught to children younger than twelve to fifteen.
  - 1. Because the superintendent of schools, who is an expert, says so.
- VII. And because the objection that "it would be expensive" is unsound.
  - A. Because it would not cost more than \$7,500 annually, after an original outlay of \$25,000.
  - B. And because this money would be ultimately returned to the taxpayer.
    - 1. Because, as already shown, police and health-board expenses would be reduced.
    - 2. And because the corrupt management of public funds by bosses would be reduced.
- VIII. And because the objection that "poor families need child-support" is unsound.
  - A. Because children can work in free hours.
  - B. And because child-health is more important than any other consideration.
  - C. And because a boy, after being educated, could soon do more than make up for the lost time.
- IX. And because the objection that "too much education makes the lower classes discontented" is unsound.
  - A. Because it is an undemocratic and un-American discrimination against a class.
  - B. And because it is unfair and partly untrue.
    - 1. Because education does not make a man discontented with living conditions if they are decent.
    - 2. And because he ought to be discontented with them if they are not.

228. Be sure your arguing is sound. In the first place, to be sound, it should be complete. For example: the foregoing brief could be greatly shortened; but argument VI could not be omitted without leaving a part of the question unproved.

Secondly, your arguing, to be sound, should be logical. To make sure of this, insert in your brief the word "because" at the beginning of each heading. Every main heading, with the word "because" inserted, should make sense when read after the statement of the question. Every subheading, with the word "because" inserted, should make sense when read after its main argument; and so on, down to the minutest subdivisions. If, when this is done, your brief fails to make perfect sense at any point, your brief is not logical at that point. Thirdly, to be sound, your arguing should be well grounded. To make sure of this, keep on subdividing more and more minutely until you reach such statements or reasons as cannot well be disputed.

229. Your argument should have an introduction and a conclusion. Your introduction should briefly summarize your main arguments; as: "I shall attempt to prove that compulsory school-attendance would reduce disease, boss-rule, the un-American population, crime, the repression of the poor, and child-labor, and that the age-limit could not be safely put lower than fifteen." If you are a member of a debating team, your introduction should also indicate how you and your colleagues have portioned out the question between you; as: "I shall show the benefits to the whole community; while my colleague will show the benefits to the individual, and will show also that the age-limit cannot safely be put lower than fifteen." If there is likely to be any dispute over the meaning of any words in the statement of the question, your introduction should also explain your understanding of the disputed words; as: "My understanding of the question is that an equivalent course of private instruction at home would of course be accepted as a substitute for attendance at school." Your conclusion should again summarize all the main arguments.

230. Topic-sentences and summary sentences are absolutely necessary. Examples: "In the fourth place, compulsory

school-attendance would reduce crime. Civilized nations are always ..... We thus see that universal education is a great safeguard against crime." Transitional expressions, like *in the first place, in the second place, etc.*, or *first, secondly, etc.*, are important in helping your readers (or your audience) to follow the general scheme of your argument. Ordinarily, one paragraph should be devoted to your introduction, one to each of your main arguments, and one to your conclusion.

231. The test of a successful argument is its success in persuading. The reasoning may be perfectly sound, and yet leave the readers (or the audience) cold, or only half convinced. Human nature is such that the average person may be silenced by unanswerable reasoning and yet think as he did before. You have often heard a person say, "Your arguments are all right enough, but I simply don't agree with you." The art of persuasion, therefore, is of the utmost importance in a successful argument.

The following suggestions will help make your argument persuasive. In the first place, help your audience to remember what you say: by making your topic-sentences short and crisp; by putting them in balanced form, one with another, as, "It would reduce crime, it would reduce disease, it would reduce child-labor," etc.; and by "clinching an argument," that is, by turning all sides of it to the light, illustrating it, giving homely examples of it, treating it at sufficient length to let it sink in before you go on to your next argument, and repeating it in various forms (because many people are persuaded simply by force of repetition).

In the second place, to be persuasive, you should look at the question from the standpoint of your audience: save to the last, and treat longest, not the argument that appeals the most strongly to you, but the argument that will appeal the most strongly to them; anticipate and answer fully the objections likely to linger in their minds.

In the third place, your persuasiveness may be increased by a little humor; but your humor must not seem flippant or unamiable or too far off the point that you are arguing.

In the fourth place, and most important of all, you cannot be persuasive without tact. It is dangerously easy, in arguing, to arouse hostility; and to do so is certain failure. Put yourself in a friendly frame of mind toward your audience. Avoid ill-temper, sarcasm, or a patronizing air. You must seem sure but not overbearing; fair but not timid. It is wise, especially at the outset, to use such diplomatic expressions as *perhaps, possibly, I think, it seems to me, I shall try to prove*. As the audience warms, you may safely increase the downrightness of your manner.

To avoid rousing hostility, it is often prudent to employ a purely neutral wording of a topic-sentence. For example: to begin your paragraph by saying, "In the fourth place, it would reduce crime," might invite denial in the minds of your audience before you had a chance to prove the point; whereas, if you said, "In the fourth place, let us see what effect the proposed measure would have on law and order," you would appear to be taking the audience into your confidence, to be conducting an investigation not for but with them. They would then be in a receptive frame of mind for your proofs; and when they had heard them they would be ready to hear without offense your downright summary sentence, "And thus the proposed measure would be a great safeguard against crime." For the same reason it is often prudent to put your general introduction in neutral wording.

*Parts XI-XV of Appendix 16 contain suggested subjects for arguments, written or oral.*

#### SPECIAL HINTS FOR ORAL DEBATE

232. If you are a member of a team, you and your colleagues should draw up a single brief for your entire side of the ques-

tion, and then divide it between you so that each of you will have a fair portion. The lines of division should be distinct enough for the judges to grasp without effort. The first speaker of each team should explain how he and his colleagues will divide the whole argument, while the last speaker should summarize it. Each speaker should answer the objections aimed at his own part of the question; but the last speaker should answer all the objections left unanswered.

233. If, as is usual, each speaker is allowed two speeches, his first speech should be direct argument, and his second speech should be rebuttal (*i. e.*, answering objections). It is perfectly proper for the first speech to anticipate or answer objections, and for the second speech to review any arguments already made; but, in set debate, it is not considered sportsmanlike, in the second speech, to spring a new direct argument.

234. Each speaker would do well to condense his portion of the brief into short platform-notes, written plainly on one or two cards of about the size of correspondence cards. The notes should constitute a memorandum of the headings of the speech, and should include quotations and statistics. Additional cards should be used for notes (partly prepared in advance and partly jotted down during the debate) on objections to be answered in rebuttal. Do not write out and commit your speeches. Practice speaking them from your notes in an empty room. This will supply you the necessary vocabulary, without robbing you of the all-important qualities of naturalness and directness. The real test of your debating ability comes in your speech of rebuttal. The only way to prepare beforehand for the rebuttal is to familiarize yourself thoroughly with every conceivable aspect of the question, and to plan your answer to every objection likely to be raised. The following might be the platform-notes for the first speaker's first speech:

Statement of question.

Division with colleague: Benefit to whole city;—Benefit to individual, and age-limit not lower than 15.

Summary.

- I. Reduce disease: epidemics in slums—resist health measures—sanitation—study of physiology and hygiene.
- II. Boss-rule: ignorance—history and civics.
- III. Un-American population: 800 foreign children—menace—studies of English and civic duties.
- IV. Crime: barbarous nations—81% of crimes in city in 10 yrs.—atmosphere of school.

Summary.

And the following might be the platform-notes for the first speaker's second speech:

- I. "It would be expensive": original outlay only \$25,000—annual upkeep only \$7500—this money saved by lower cost of health-board and police—less graft by bosses—no reasonable expense should be weighed against the health and security of the whole city.
- II. "The most dangerous criminals are the educated ones": perhaps so, but they are the fewest—only 19% in city in 10 yrs.—we are arguing that education will *reduce* crime, not *abolish* it.
- III. "Our public schools are inefficient": this proves that our schools should be better, not that we should have none at all—poor schools better than none.
- IV. "The more public schools, the more chance for graft": this same argument would prove that we ought to decrease or abolish the city police, the U. S. Post Office Dep't, the army, navy, etc.—better education will more than offset the better chance for graft.
- V. Review of main arguments: disease—boss-rule—un-American population—crime.

235. As to platform-manner: speak distinctly and firmly; avoid being bound too closely to your notes; eye the audience, particularly the judges; if possible, avoid putting your hands in your pockets or behind your back, or wriggling your fingers—but it is better to seem easy with your hands in your pockets than to seem stiff or nervous with your hands at your sides; avoid an air of indifference.

236. Certain conventional rules of etiquette govern formal debate. Remain seated until you are summoned by the presiding officer. After reaching your position on the platform, bow slightly to him before addressing the audience. Never refer to any of the debaters by name: say, "my colleague," "one of my worthy opponents," "the gentleman who just sat down," "one of the negative," etc. Always be courteous: never give the lie direct; if it is positively necessary to question the truthfulness of an opponent, do so with the utmost tact. Always be scrupulously honest yourself: to exaggerate statistics, to misquote an authority, to misrepresent the meaning of an extract by quoting it incompletely, to misquote an opponent—these practices are dangerous, unsportsmanlike, and dishonest. If your speech is limited to a fixed time-allowance, stop instantly upon the signal.

#### SPECIAL HINTS ON REBUTTAL

237. Your ability in rebuttal is the chief test of your ability in debate. You will greatly increase your ability in rebuttal if you learn to recognize instantaneously the commonest forms of faulty reasoning. A knowledge of these will enable you to detect the weak spot in your opponent's argument and to challenge his argument at that point. The following are the commonest forms of faulty reasoning.

(a) *Arguing from Insufficient Evidence.*

Argument: Football is a dangerous game because two of the men on our team were injured last fall.

Rebuttal: If my opponent wishes to prove that football

is dangerous as a national game, he must cite injuries from all over the country; or at least he must prove that injuries are a *common accompaniment* of football and that these injuries are due to defects *inherent in the game*. The point is, not how *many* injuries have occurred in football, but *how* these injuries occurred. Perhaps they were due to the players' being in poor condition, or to roughness resulting from inefficient refereeing, or to mere accidents such as are bound to occur in any vigorous sport. My opponent will have to prove injuries due to some defect inherent in the game itself. Until he proves all this, he has proved nothing.

(b) *Arguing from Doubtful Authority.*

Argument: Football is a dangerous game; I have here a copy of a petition to our state legislature, signed by trustees of almost every college in the state, asking that football be prohibited by law, on the ground that in their opinion the game is dangerous and brutalizing.

Rebuttal: Are the signers of this petition experts? Do they know any more about football than we do? Or is their petition based on an investigation scientifically conducted by experts? Are they in possession of secret facts that are withheld from the hundreds of thousands of people, of both sexes and all ages, who actually see football games every year? They are probably timid, elderly men. The opinion of these trustees may be very valuable in matters of education or business, but in football it has no weight.

(c) *Arguing from a Mere Assumption.*

Argument: Football is a good thing, because every normal boy or young man needs an outlet for his animal spirits.

Rebuttal: My opponent assumes there is no other outlet. Is it true? What about the boys of England, to whom American football is unknown? What about the



boys of all the rest of the world? What about the boys of our own country fifty years ago? What about baseball, basketball, track, hunting, swimming, etc.? Do the young men in England turn into thugs and street-hoodlums because they have no outlet in football? Was the same thing true of our own grandfathers? My opponent has based his argument on a mere assumption, which he does not, and cannot, prove.

(d) *Arguing in a Circle, or Begging the Question.*

Argument: Football must be dangerous to a certain extent; the very fact that this proposition is up for debate, proves that nobody believes football to be absolutely safe.

Rebuttal: I answer that the very fact this proposition is up for debate proves equally well that nobody really believes football dangerous. My opponent says that football is dangerous because it is unsafe. I deny that it is unsafe. Let him prove it.

(e) *Arguing by Mere Assertion.*

Argument: Football ought to be abolished. Everybody knows, deep down in his heart, that it is a dangerous game; my opponent knows it, though he will not admit it. It is useless. It can easily be replaced by something better. It is a relic of savagery.

Rebuttal: My opponent is dealing in mere assertions, unsupported by proof. He says that everybody knows football to be dangerous; he cannot prove it. He says football is useless; but he does not tell why. He says it can be replaced by something better; but he does not tell what.

(f) *Arguing off the Point.*

Argument: Football ought not to be abolished, for, as I have already shown, it is an interesting, manly game.

Rebuttal: I admit that it is interesting. But it is also interesting, I have no doubt, to forge checks. Is any-

thing to be permitted simply because it is interesting? And I freely admit that football demands certain manly qualities. But so also does a prize-fight. Is my worthy opponent ready to favor the inclusion of prize-fighting among the major sports at college? The point is not whether football is interesting and manly, but whether it is worth the candle.

(g) *Arguing from a Misinterpretation of Words.*

Argument: My opponent denies that football is dangerous; and yet any single instance of an injury proves that football is, to that extent, dangerous.

Rebuttal: Yes, of course: dangerous to that extent. But that is not what I mean by "dangerous." In that sense, everything is dangerous. It is dangerous to cross the street, to ride in an automobile, to drink water; for at one time or another there have been accidents or illnesses caused by all these things. When I said "dangerous," I meant dangerous enough to justify the abolition of the game. In that sense, I denied that football is dangerous; I still deny it.

(h) *Arguing by Analogy.*

Argument: Football should be abolished. It is like prize-fighting: it is manly, perhaps, but it is also very brutal.

Rebuttal: They are not alike. They differ fundamentally in their objects. The object of a prize-fight is to injure your adversary; that is the whole object; nothing else constitutes a victory. The object of a football game is to get the ball down the field; this is accomplished by skill and generalship, and much oftener without injuries than with them. Physical injury may occasionally be the by-product of a football game; in a prize-fight it is the sole purpose.

(i) *Arguing only a Part of the Question.*

Argument: And thus, to sum up our arguments, my

colleague and I have shown you that compulsory school-attendance would lessen crime, disease, boss-rule, and child-labor. We have therefore given you four unanswerable reasons in support of the proposition, which reads: Resolved that the children of our city should be required by law to attend school until the age of fifteen.

Rebuttal: We are perfectly willing to admit that compulsory education has some beneficial effects. Our opponents have merely proved the obvious. But they have made one fatal omission. They have not proved that compulsory education should last as late as the pupil's fifteenth year. This is an essential part of the proposition; and since they have not proved this part, they have not proved the proposition at all.

*Exercise 54, in Appendix 12, treats of rebuttal.*

## APPENDIX 5

### HINTS ON WRITING LETTERS

238. Your letter is your personal representative. The person who receives it will judge you by it. If it is ill spelled, ill punctuated, or ungrammatical, you will give the impression of being ignorant. If it is poorly arranged, poorly paragraphed, or not clear, you will give the impression of being stupid. If it is careless and untidy, you will give the impression of being discourteous, or of being untidy yourself. If it differs from certain conventional forms, you will give the impression of being unused to polite society. In other words, a letter should be written correctly, clearly, carefully, and conventionally, in order to produce the same pleasant impression that you would wish to produce in a conversation or an interview. Even in the most informal letters to very intimate friends, there is no reason why you should not spell correctly, paragraph the distinct parts of your letter, fold the paper evenly, or put the stamp on straight. Your letter is your personal representative; and whether to friends or strangers your personal representative should not appear rude.

239. Use black ink, and unruled, white paper of conventional size, with envelopes that match. In using folded note-paper, the most sensible page-order is to begin on the outside page with the fold on the left, and continue in the same order as the pages of a book. If you follow any other page-order, number the pages at the top. Anything very unusual, in the color of paper or ink, in the page-order, etc., looks rather silly or ill-bred. Avoid all unnecessary abbreviations. The

names of the states and months should be written out in full whenever there is room for them. Never omit words, as in a telegram.

240. Certain forms have become, by long-established custom, entirely conventional; such as the address on the envelope, the heading, the salutation, the close. These conventional forms are illustrated in the following models. Study the models with closest attention, memorizing the wording, capitalization, punctuation, location, spacing and indentation of the envelope-address, heading, salutation and close. In some cases, more than one form is in equally good use; but it would be an endless task to discuss all the permissible variations. It is simpler and safer to master thoroughly one standard form for each case.

*Exercises 55-58, in Appendix 12, treat of letter-writing: exercise 55, business letters (models III-VI); exercise 56, semi-formal letters (models VII, VIII); exercise 57, informal letters (model IX); exercise 58, formal notes in the third person (models X-XII).*

241. Study *Model I: an addressed envelope.*

242. Study *Model II: a very formal business letter.*

243. Study *Models III-VI: business letters.*

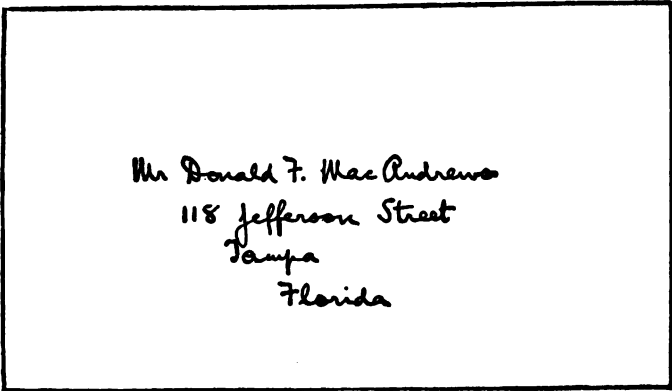
244. Study *Model VII: a semi-formal business letter.*

245. Study *Model VIII: a formal letter of friendship.*

246. Study *Model IX: an informal letter of friendship.*

247. *Models X-XII: formal notes, in the third person, of invitation, acceptance, and regret.* These are highly conventional, and differ from other kinds of letters in many respects. Pronouns of the first and second person are avoided throughout. There is no heading, no salutation, no signature. At the bottom are written the sender's address and the date. All abbreviations (except *Mr.*, *Mrs.*, *Jr.*, and *o'clock*) are strictly avoided. All numbers (except house-numbers) are spelled out in words. A proper name should not run over from one

line to the next. A note of acceptance should recite the day and hour of the entertainment, in order that the host and hostess may feel assured that their guest will not come at the wrong time. Memorize the three models, entire.



Mr Donald F. MacAndrews  
118 Jefferson Street  
Tampa  
Florida

MODEL I

United States Military Academy  
West Point, New York

November 9, 1900.

Hon. George R. Latham,  
Washington, D. C.

Dear Sir:

I have been instructed, as secretary of the Civic League of the United States Military Academy, to send you the enclosed copy of a resolution thanking you for your address on Americanization delivered before the League on November 7.

Respectfully yours,  
A. J. Sinclair,  
Secretary

MODEL II

719 Inelfth Street,  
Buffalo, N. Y.  
Sept. 1, 1916.

Messrs J. K. Arnold and Co.,  
Chicago, Illinois.

Dear Sirs:

I have received your letter of August 28,  
informing me that the edition of Romola  
which I ordered is out of print.

Please send me a copy of Romola,  
by George Eliot, in the New Library  
Edition of the Novels, cloth, 8vo,  
one volume, \$1.50, published by Peters,  
Thompson and Company. I enclose a  
post office money order for \$1.55, which  
will include the postage.

Yours truly,  
George H. Eldredge



The Boys' High School,  
Caryville, Pa.,  
May 12, 1907.

Manager,  
Traylor Reading Football Team,  
Boonstown, Ohio.

Dear Sir:

I have received no answer to my letter of April 20, and fear that either my letter or your answer has gone astray.

We have still one open Saturday (October 14) in our football schedule for next fall. Will you play us on

that day, at Caryville? You would receive half the gate receipts, with your expenses guaranteed.

Please answer immediately, for we shall be compelled to close our schedule within a week or ten days.

Yours truly,

John H. Simmons, Jr.,  
Manager, Football Team

18 North Twenty-second Street,  
Philadelphia, Pa.,

January 7, 1917.

The Misses Johnston, Milliners,  
Philadelphia, Pa.

Ladies:

I am returning the enclosed bill. In going over the items I find there is apparently an overcharge, for I have no recollection or record of the purchase charged to me under date of November 30. Will you kindly examine your accounts, and rectify any error that may possibly have been made?

Yours truly,  
(Miss) Ruth L. Tilson

study, charges in the boarding depart-  
ment, the opportunities for studying  
music, and the provisions for safe-  
guarding the pupils' health.

Yours truly,

Elizabeth R. Atkins  
(Mrs. Richard L. S. Atkins)

POCONO MANOR

Bridgehampton, Cal.,

August 10, 1916.

Miss Mary Matthews, A. M., Ph. D.,

San Diego Seminary,

San Diego, California

My dear Miss Matthews:

I was very favorably impressed by  
your advertisement in the August number  
of the Ladies' Home Journal, and am  
thinking of entering my daughter in  
your school. Please send me your  
catalogue or circular. I should  
like information as to courses of



University of Wisconsin,  
Madison, Wis.,

Mr. R. Otto, Cashier, Feb. 20, 1911.  
Prairie National Bank,  
Milwaukee, Wisconsin.

My dear Mr. Otto:

Since talking with you last Tuesday,  
I have found my missing bank-book. I  
am sorry to have troubled you, and  
much appreciate your courtesy to a perfect  
stranger.

Very truly yours,  
Henry Clay Lane

have at least the remembrance of  
his fine qualities as boy and man,  
to help console you in your bereave-  
ment.

With the deepest sympathy for  
you and Mrs. Denby.

Very sincerely yours,  
George Blumens

Rev. Timothy J. Denby, D.D.,  
Bangor, Maine.

18 West 152 nd Street,  
New York City.  
April 2, 1913.

My dear Dr. Denby:

I have just learned, with the  
greatest sorrow, of the death of your  
son, my old school chum, Jack.

Though I have not seen him for  
a good many years, I have often thought  
of him, calling to mind the many  
pleasant times he had <sup>with</sup> together; and  
remembering his good nature, his  
loyalty in friendship, and his  
strong, splendid character. You

On board the Federal Express  
December 3, 1917.

Dear Bob,

Your note reached me just as I was leaving the hotel, and consequently I haven't had time to answer it until after boarding the train.

Mac's address, for which you ask, is 247 Spring Street, Jacksonville, Florida. You had better write "Please forward" on the envelope, as he's planning a number of trips out of Jacksonville - down to Havana, Diamond Beach, and other places. In fact, Jacksonville is to be only

a sort of headquarters for him. I will refrain from offering the customary, idiotic apologies, which most letter-writers seem unable to resist dragging in, about "my wretched handwriting," "this last scribble," "the jolting of the train," and so forth and so on.

I hope you will enjoy the Christmas holiday. Be sure to let me hear from you soon.

Very sincerely yours,  
Pete Murphy

Colonel and Mrs George Purdy  
request the pleasure of  
Mr. Charles H. Rodman's company  
at dinner, on Tuesday evening,  
the fourth of December, at  
seven o'clock.

2807 Park Boulevard,  
December first.

Mr. Hunter H. Barclay accepts  
with pleasure the kind invitation  
of Mrs. Frederick Connor, for  
cards, on Thursday evening,  
the tenth of November, at half  
past eight o'clock.

7 East One-hundred-fifty-second Street,  
November-third.



Mr. John W. Seabury, Jr., greatly  
regrets his inability, on account  
of illness, to accept the kind invitation  
of Mr. and Mrs. Carl Mason Rogers,  
to the wedding reception for their  
daughter.

Alpha Beta House,  
University of Pennsylvania.  
October twenty-third.



## APPENDIX 6

### VERSIFICATION

#### THE MECHANICAL CHARACTERISTICS OF POETRY

248. Examine the two following sentences:

The curfew bell indicates that the day is over.  
The curfew tolls the knell of parting day.

Read these two sentences aloud, observing where the accents of the voice naturally fall. You will find that they fall as follows:

The cúrfew béll indicátes that the dáy is óver.  
The cúrfew tólls the knéll of pártíng dáy.

There is no other possible way of reading these sentences naturally. We see at once that in the first sentence the natural accents fall at irregular intervals. It is prose. And we see also that in the second sentence the natural accents fall at regular intervals—on the second, fourth, sixth, eighth, and tenth syllables, counting the syllables straight through from the beginning, regardless of which words they are in. This is poetry. Thus Gray's *Elegy Written in a Country Churchyard* begins as follows:

The cúrfew tólls the knéll of pártíng dáy,  
The lówing héd winds slówly o'ér the léá.  
The plóughman hómeward plóds his weáry wáy.  
And léaves the wórld to dárkness ánd to mé.

And so on through the whole poem. This regular rise and fall of the voice gives to poetry a swing, or rhythm, which produces in reading (particularly in reading aloud) the same kind of pleasure as that of dancing in time to music or marching to the beat of a drum.

249. It will be noticed also that poetry, as in the example just given, is divided into lines.

250. Poetry, then, differs from prose in being divided into lines, in which the natural accents of the voice fall at regular intervals.

251. These are the only necessary characteristics of poetry. The lines may or may not rhyme, may or may not be of the same length, and may or may not be grouped into stanzas; and the natural accents, so long as they are made to fall regularly, may be arranged according to any system that is possible.

#### THE HIGHER CHARACTERISTICS OF POETRY

252. To say, "The curfew bell indicates that the day is over," is to state an ordinary fact in an ordinary way. But notice that the poet expresses the same idea very differently. He speaks as if the day were a person dying, and as if the curfew were tolling its death-knell. He had to use his imagination to do this, and language of this kind is therefore called imaginative language. Expressions like this are also called figures of speech or figurative expressions. They do not state the truth exactly as it is, yet they deceive nobody, and they make the idea more interesting or forcible.

253. Poetry also differs from prose in the kind of subjects it handles. This difference is easier to understand than to explain. We should hardly expect a problem in arithmetic or a history of the United States to be written in the form of a poem. Matter-of-fact subjects belong to prose. Poets take subjects that appeal to the reader's emotions, to his pity, sympathy, terror, indignation, patriotism, religious awe, admiration for courage, love of the beautiful.

#### METERS

254. The accents in poetry, so long as they are made to fall regularly, may be arranged according to any system that

is possible. But practically all the possibilities can be classified into four systems. These systems are called meters. They are as follows:

(a) Trochaic meter, in which the accents fall on alternate syllables, beginning with the first syllable of each line. Example:

Bárds of Pássion ánd of Mírth.  
Yé have léft your soúls on eárrh.  
Háve ye soúls in héaven too,  
Dóúble-líved in régions new?

—KEATS, *Ode on the Poets*.

(b) Iambic meter, in which the accents fall on alternate syllables, beginning with the second syllable of each line. Example:

Yet nów, I chárge thee, quíckly gó agáin,  
As thoú art líéf and deár, and dó the thíngh  
I báde thee, wárrh, and líghtly bríngh me wórd.

—TENNYSON, *Idylls of the King*.

(c) Dactylic meter, in which the accents fall on every third syllable, beginning with the first syllable of each line. Example:

This ís the fórest priméval; but whére are the héarts  
that beneáth ít  
Leáped líke the róe when he héars in the wóodland the  
voíce of the húntsman?

—LONGFELLOW, *Evangeline*.

(d) Anapestic meter, in which the accents fall on every third syllable, beginning with the third syllable of each line. Example:

He ís góne on the móúntain,  
He ís lóst to the fórest,  
Like a súmmer-dried fóúntain,  
When our neéd was the sórest.

—SCOTT, *Coronach*.

#### LENGTH OF LINES

255. The length of a line of poetry is measured by the num-

ber of accents it contains. The terms of measurement are as follows:

- (1) One accent: monometer,
- (2) Two accents: dimeter,
- (3) Three accents: trimeter,
- (4) Four accents: tetrameter,
- (5) Five accents: pentameter,
- (6) Six accents: hexameter,
- (7) Seven accents: heptameter,
- (8) Eight accents: octameter.

256. Thus a line of four accents in trochaic meter is said to be written in trochaic tetrameter; a line of two accents in anapestic meter is said to be written in anapestic dimeter; etc. These terms are useful because they give a complete but compact description of a line of poetry, telling both its meter and its length.

#### SCANSION

257. To scan a line of poetry is to indicate its meter. This can be done either orally or in writing. Oral scansion consists in emphasizing the accented syllables very heavily with the voice; written scansion consists in marking the accented syllables with accent-marks, as in the examples given above.

*Exercise 59, in Appendix 12, treats of scansion of regular lines.*

#### IRREGULARITIES OF METER

258. Thus far we have gone on the assumption that the meter in all carefully written poems is always perfectly regular. But this is not actually the case. In almost all poems irregularities are frequent. The reason is simple. If a poem were to run on, line after line, in absolutely regular meter, the effect would be a monotonous sing-song, which after a time would grow as unbearable as the constant beating of

a drum. All good poets have recognized this fact, and particularly in long poems have introduced enough irregularity to secure the needed variety.

259. We must bear in mind, however, that these irregularities are in no sense accidental; they are introduced knowingly and deliberately. Of course, if they were too numerous, they would spoil the swing or rhythm of the poetry. But a good poet, having an ear very sensitive to such things, takes care that the irregularities are not overdone.

260. The following are the most frequent kinds of irregularities:

(a) An extra syllable.

O Eást is Eást and Wést is Wést, and néver the twaín  
shall meét.

This line is iambic; but the introduction of an extra syllable before the sixth accent gives the line a momentarily anapestic movement.

(b) A shifted accent.

Stráining his éyes beneath an árch of hánd.

The line is iambic; but the first accent is shifted from the second syllable to the first, making the line begin trochaically.

(c) Spondaic movement.

The lówing héd wínds slówly o'ér the leá.

We have previously scanned this line as if it were regularly iambic, hurrying over the syllable *winds* and accenting *slow*. But if we read this line with perfect naturalness, we find that the accent of the voice falls equally on both *wind* and *slow*. Such a movement as this, when for a short space an accent falls on each successive syllable, is termed spondaic.

261. It would be hardly possible to write a whole poem, or even a single whole line, in spondaic meter; but spondaic meter occurs very often as an irregularity in lines of other rhythm.

262. Notice that spondaic meter necessarily gives a slow

movement to that portion of the line where it occurs. Notice also that, in the example given above, this slow spondaic movement occurs precisely at the place where the poet is describing the slow movement of the cattle coming home at evening. The poet has thus made his meter correspond to his thought. This is an interesting proof that the metrical irregularity was strictly intentional on his part.

## FEET

263. For the purpose of examining more closely the meter of a line, it is sometimes convenient to divide the line into shorter units. These units are called feet. A new foot begins every time the meter repeats itself. In the following examples the feet are separated by vertical lines:

Bárds of | Pássion | ánd of | Mírrh.  
 Yet nów, | I chárge | thee, quíck | ly gó | agáin.  
 Thís is the | fórest prim | éval, but | whére are  
                   the | héarts that be | néáth it.  
 He is góne | on the móunt | áin.

In some of these examples it will be observed that the last foot is incomplete.

264. A foot in trochaic meter is called a trochee; in iambic meter, an iambus; in dactylic meter, a dactyl; and in anapestic meter, an anapest. In other words, a trochee is a foot of two syllables, the first being accented; an iambus, of two, the last accented; a dactyl, of three, the first accented; and an anapest, of three, the last accented.

265. Similarly, a foot in spondaic meter, is called a spondee; or, in other words, a spondee is a foot of two syllables, both being accented.

266. The following examples show the separate feet in lines containing irregularities of meter:

(a) The following line is in iambic heptameter, but the presence of an extra syllable makes the sixth foot an anapest:

O Éást | is Éást | and Wést | is Wést, | and név | er  
the twáin | shall meét.

(b) The following line is in iambic pentameter, but a shifted accent makes the first foot a trochee:

Stráining | his eýes | beneáth | an árch | of hánd.

(c) The following line is in iambic pentameter, but the presence of accents in immediate succession makes the third foot a spondee:

The lów | ing hérd | wínds slów | ly o'ér | the leá.

*Exercise 60, in Appendix 12, treats of scansion of lines containing metrical irregularities.*

#### ADDITIONAL TERMS AND PRINCIPLES

267. To the four meters named in section 254 may be added a fifth, which naturally suggests itself to the student; a meter in which the accents fall on every third syllable, beginning with the second syllable of every line. This is called amphibrachic meter. The term, however, is rarely employed, for an amphibrachic line may be regarded as an anapestic line with an iambic opening. These five meters—trochaic, iambic, dactylic, amphibrachic, anapestic—exhaust the possibilities, since it is a practical impossibility to compose a line in which the accents are more than two syllables apart.

268. To the four feet named in section 264 may be added the amphibrach, which consists of three syllables, the second being accented; the amphimacer, which consists of three, the first and third being accented; and the pyrrhic, which consists of two, neither being accented. These terms are rarely employed; but occasionally their employment seems to be necessitated by a foot-by-foot scansion of irregular lines.

269. Authorities disagree as to the propriety and necessity of recognizing the existence of feet in English poetry. In regular lines or lines that contain only the common forms of metrical irregularity, it is equally easy to recognize or deny the existence of feet. Highly irregular lines are often in-

capable of division into feet, except by recourse to such unusual foot-forms as amphimacers, amphibrachs and pyrrhics, or by recourse to the faint accents bestowed entirely by rhythm (see section 271). The chief advantage of dividing a line into feet is that it assists in definitely localizing and classifying an irregularity. But, whether with or without feet, scansion should never be permitted to become a mere puzzle or an end in itself; its sole usefulness to the student consists in enabling him to hear that subtle variety within uniformity, which a poet, for the enrichment of his rhythm, secures by departing from the strict regularity of his meter.

270. Scansion should recognize the emphasis which an intelligent reading aloud bestows on important words.

Not í, | but hé: | he was | the caúse | of áll.  
í was | the toól, | the húm | ble ín | strumént.

271. Scansion should recognize the accents which, though faint, and though non-existent in a prose-reading, are nevertheless bestowed by the rhythm.

The í | dle síng | er óf | an émp | ty day.

272. Sometimes scansion should recognize an interval between words, like a rest in music.

Break, break, break,  
On thy cold gray stones, O sea!  
And I would that my tongue could utter  
The thoughts that arise in me.

In order to read the foregoing stanza as the author intended, and to read it in the only way that brings out the rhythm, it is necessary to give the first line the same length as the three others; and this can be accomplished only by recognizing an interval or rest after each word of the first line, thus: Breák—— | breák—— | breák——

The supplying of an interval, as in the foregoing example, should not be regarded as a mere artificial device, resorted to for the purpose of patching out the scansion. It represents



a pause which really exists, and which the voice instinctively recognizes in a rhythmical reading of the line.

273. As to kind, poetry may of course be classified, like prose, as narrative, descriptive, expository, or argumentative. A long narrative poem that tells the lofty deeds of a great hero of the distant past is called an epic. A lyric is a short poem, more or less in the nature of a song, dealing with the thoughts or feelings of the author. An elegy is a poem in honor of the dead. Didactic poetry is poetry that aims to instruct, by exposition or argument. Dramatic poetry is poetry in the form of a drama. A pastoral poem is a highly conventional poem, in imitation of classic models, dealing with country life. A satire is a poem or piece of prose ridiculing the vices or follies of mankind.

274. Certain verse-forms have special names. A line of poetry is technically termed a verse. A group of lines bound together by rhythm or rhyme is termed a stanza. Two consecutive lines rhyming together constitute a couplet. Iambic pentameter has so long been used in English epics, that it is termed heroic verse. If unrhymed, it is called blank verse; if rhymed in couplets, it is called heroic couplet. Ballad-meter, the meter of the old English ballads, and very popular ever since, consists of four-line stanzas in iambic meter, the first and third lines being tetrameter, and the second and fourth being trimeter and rhymed. A highly conventionalized but very popular form is the sonnet. A sonnet is a poem of fourteen iambic pentameter lines, rhymed as follows (let the same letter indicate the same rhyme): in the Shakespearean form, *abab cdcd efef gg*, the last two lines serving as the summary or conclusion; in the Italian form, which is the one now generally used, the first eight lines (the octave) are rhymed *abba abba*, and the last six lines (the sestet) are usually rhymed *cdcdcd*, or *cde cde*, or *cde dce*, and serve as a summary, application or generalization of the first eight lines.

## APPENDIX 7

### POETIC ORNAMENT

#### IRREGULARITIES OF METER

275. We have already seen (sections 258-266) that a skilful poet, particularly in long poems, avoids a monotonous sing-song by purposely introducing a certain amount of irregularity in the meter. Metrical irregularity may therefore be mentioned as one of the devices for improving the sound of poetry, or as one species of poetic ornament.

#### VERSE-PAUSES

276. As in reading prose, just so in reading poetry, the voice frequently comes to a natural pause. When such a pause comes at the end of a line, the line is termed end-stopped. The following passage consists almost entirely of end-stopped lines:

Ah! my Lord Arthur, whither shall I go?  
Where shall I hide my forehead and my eyes?  
For now I see the true old times are dead,  
When every morning brought a noble chance,  
And every chance brought out a noble knight.  
Such times have been not since the light that led  
The holy Elders with the gift of myrrh.  
But now the whole Round Table is dissolved  
Which was the image of the mighty world,  
And I, the last, go forth companionless,  
And the days darken round me, and the years,  
Among new men, strange faces, other minds.

Now a long poem consisting wholly of end-stopped lines would grow very monotonous. You can get some hint of this monotony even in the twelve lines of the above passage,

if you read the passage aloud with an ear on the alert for the sing-song. A skilful poet, consequently, avoids too many end-stopped lines. A line that is not end-stopped is termed run-on; in other words, a run-on line is a line that runs on into the next without pause.

277. If a natural pause occurs somewhere within the line, the pause is termed a *cæsura*. Lines as long as pentameter are almost bound to contain a *cæsura*, and sometimes two. A skilful poet avoids the monotony of having the *cæsura* occur at the same point in too many lines in succession.

278. The following passage (describing the city-gate of Camelot, King Arthur's capital, from Tennyson's *Idylls of the King*) strikingly illustrates Tennyson's skill in securing variety by the arrangement of his verse-pauses. Double lines indicate the *cæsuras*; arrows indicate the run-on lines. To appreciate the adroit variety and subtle rhythm of a passage like this, it should be read aloud, not once but often.

And there was no gate like it under heaven.  
 For barefoot on the keystone, || which was lined →  
 And rippled || like an ever-fleeting wave,  
 The Lady of the Lake stood: || all her dress →  
 Weft from her sides || as water flowing away;  
 But like the cross || her great and goodly arms →  
 Stretched under all the cornice || and upheld:  
 And drops of water || fell from either hand;  
 And down from one a sword was hung, || from one →  
 A censer, || either worn with wind and storm;  
 And o'er her breast || floated the sacred fish;  
 And in the space to left of her, || and right,  
 Were Arthur's wars || in weird devices done,  
 New things and old co-twisted, || as if Time →  
 Were nothing, || so inveterately that men →  
 Grew giddy gazing there; || and over all →  
 High on the top were those three queens, || the friends →  
 Of Arthur, || who should help him at his need.

We thus see that a second device for poetic ornament is the securing of variety through a skilful management of verse-pauses, by interspersing end-stopped with run-on lines, and by varying in successive lines the position of the *cæsura*.

### RHYME

279. The most familiar of all devices for poetic ornament is rhyme. In long poems, however, there is always the danger that the constant recurrence of rhyme will grow monotonous; and if it does, the rhyming of course ceases to be an ornament and becomes a defect. For this reason, many poets have avoided rhyme in long poems.

### ALLITERATION

280. Another device of poetic ornament is alliteration. Alliteration is likeness in sound of the beginning of words. It is like rhyming the heads of words instead of the tails. The alliteration is not effective unless the words are important and near together. Here are some examples:

Swoop

Down upon all things base, and dash them dead.  
 Lo, where thy father Lot beside the hearth  
 Lies like a log.  
 And all the little fowl were flurried at it,  
 And there were cries and clashings in the nest,  
 That sent him from his senses.

281. The effect of alliteration is secured, though more delicately, when the accented syllables in the interior of words are alliterated; thus:

Elaine the fair, Elaine the lovable,  
 Elaine the lily maid of Astolat.

282. Alliteration, when occasionally used, is pleasing to the ear; but it is easy to overwork it.

### ONOMATOPŒIA

283. We have already scanned the line of Gray's *Elegy*:

The lowing herd winds slowly o'er the lea.

And we observed that the introduction of a spondaic movement in the syllables *winds slow* makes the meter move slowly

at the precise point where the poet is describing the slow movement of the cattle. This device is called onomatopœia. Onomatopœia is suiting the sound to the sense.

284. Sometimes onomatopœia consists in making the movement, of the meter correspond to the thought. Notice the jump, in—

Back from the gate started the three.

Notice the timid starting and stopping, in—

First as in fear, step after step, she stole  
Down the long tower stairs, hesitating.

Notice the swiftness, in—

Fled like a glittering rivulet to the tarn.

Notice the solemnity and suspense produced by the slow spondaic movement, in—

High on a night-black horse, in night-black arms,  
With white breast-bone, and barren ribs of Death,  
And clothed with fleshless laughter—some ten steps—  
In the half-light—through the dim dawn—advanced  
The monster, and then paused, and spake no word.

Perhaps the following passage is the best:—

Set lance in rest, strike spur, suddenly move,  
Meet in the midst, and there so furiously  
Shock, that a man far-off might well perceive,  
If any man that day were left afield,  
The hard earth shake, and a low thunder of arms.

Notice, in the foregoing passage, the calm setting of the lances, the suddenness of striking spur, the forward lurch of the horses in *suddenly move*, the gallop of the whole next line, the sharp crash as lance strikes shield in the syllable *shock*, and, in the last line, the vibration of the earth and the rumbling sound as a man would hear it at a distance.

285. Sometimes onomatopœia consists in making, not the meter, but the actual sounds of the words themselves, correspond to the meaning. For example:

Gareth loosed the stone  
 From off his neck, then in the mere beside  
 Tumbled it; oilily bubbled up the mere.

Pronounce aloud the words *oilily bubbled up*, and you have made with your lips the same sound as the stone made in the thick scummy water of the pool or mere. Or, in the following passage from Milton's *Paradise Lost*, notice how the creaking of the massive doors of hell-gate is imitated in the harsh sounds of the letters *j*, *g*, *n*, and *d*:—

On a sudden open fly  
 With impetuous recoil and jarring sound  
 The infernal doors, and on their hinges grate  
 Harsh thunder.

In the following passage, from Tennyson's *Idylls*, notice how the hard, sharp clang of Bedivere's shoes of mail, as they strike heavily on the stones in the frosty air, is reproduced by the harshness of the letters *s*, *z*, *d*, *b*, and *v*; and notice how the last two lines suddenly change, with the meaning, to the smooth liquid sounds of the *l*'s and long vowels:—

But the other swiftly strode from ridge to ridge,  
 Clothed with his breath, and looking, as he walked,  
 Larger than human on the frozen hills.  
 He heard the deep behind him, and a cry  
 Before. His own thought drove him like a goad.  
 Dry clashed his harness on the icy caves  
 And barren chasms, and all to left and right  
 The bare black cliff clanged round him, as he based  
 His feet on juts of slippery crag that rang  
 Sharp-smitten with the dint of armed heels—  
 And on a sudden, lo, the level lake,  
 And the long glories of the winter moon!

In the following passage, notice how the *l*'s, *r*'s and *s*'s imitate the sound of poplar leaves rustling in the breeze:—

And in the meadows tremulous aspen-trees  
 And poplars made a noise of falling showers.

And, in the following passage, each of the three lines is skilfully made to reproduce a different kind of sound:

Myriads of rivulets hurrying through the lawn,  
The moan of doves in immemorial elms,  
The murmuring of innumerable bees.

## FIGURES OF SPEECH

286. Figures of speech may be classed as poetic ornament. The commonest kinds are as follows:

(a) A simile is likening one thing to another, when the two things possess a resemblance in very few respects. Examples: A bird like a blossom a-tilt in the leaves. His hair was white as snow. His snow-white hair.

(b) A metaphor is speaking of one thing as if it were another, when only a simile is meant. Examples: His forehead was crowned with snow. The voyage of life. He ruled his empire with a rod of iron.

(c) Personification is giving to inanimate objects animate or human qualities. Examples: April smiled and wept by turns. Famine stalked across the land. O Grave, where is thy victory? O Death, where is thy sting?

(d) Metonymy is calling one thing by the name of another, when the second thing naturally suggests the first. But in this figure there is no idea of resemblance; otherwise the figure would be metaphor instead of metonymy. Examples: The kettle boiled. His after-dinner speech set the table in a roar of laughter. He owns a hundred head of cattle and employs fifteen hands. The ship was lost with all souls on board. Youth should respect gray hairs. The pen is mightier than the sword.

## APPENDIX 8

### REVIEW OF GRAMMAR

287. This chapter is intended, not as a first study of grammar, but as a review of the bare essentials necessary for the study of rhetoric and punctuation and for the grammar questions on college entrance examinations. This chapter is supplemented by Chapter V, on Grammatical Correctness.

#### PARTS OF SPEECH

288. All the words of the English language may be classified into eight kinds, called the parts of speech, as follows:

A verb is a word that asserts; as: I *see* him; he *ran*; they *have been seen*; you *are* punctual.

A noun is a name; as: house, river, sound, heat, strength, courage, Jack, George Washington.

A pronoun is a substitute for a noun; as: I, we, you, he, she, it, they, my, your, our, his, us, them, somebody, anything.

An adjective is a modifier of a noun; as: *the* house; *a* man; *swift* river; *loud* sound; *great* courage; George Washington was *patriotic*.

An adverb is a modifier of a verb, an adjective, or another adverb; as: The river ran *swiftly*; the river was *very* swift; it ran *very* swiftly.

A preposition is a word that shows the relation of some noun or pronoun to the rest of the sentence; as: The road wound *down* the hill, *across* the valley, *by* the church, and *over* the bridge. Following are the commoner prepositions:—above, across, against, aside from, at, before, below, beneath, beside(s), by, down, during, ere, except, for, from, in, inside,



in spite of, into, like, near, nigh, notwithstanding, of, off, on, onto, out of, outside, over, per, since, through, throughout, till, to, toward(s), under, until, unto, up, upon, with, within, without.

A conjunction is a word that connects; as: John *and* I; red *or* green; poor *but* honest; on land *and* on sea; he heard *but* he did not answer; I came *because* I wished.

An interjection is a word used as an exclamation; as: ouch! oh! ah! goodness! goodness gracious!

#### NOUN CONSTRUCTIONS

289. The construction of a word is its grammatical use. A noun (or a pronoun) may have the following constructions:

Subject of a verb; as: *Dynamite* explodes.

Object of a verb; as: Ring the *bell*.

Predicate noun; as: Hamilton was a *statesman*.

Objective complement; as: They made him *king*.

Indirect object; as: He gave *me* a book.

Object of a preposition; as: He arrived on the *steamer*.

Possessive modifier; as: *John's* hat; *frogs'* legs; *our* house.

Appositive (an appositive follows another noun, and means the same person or thing); as: Cæsar, the *conqueror* of Gaul; John, the blacksmith's *son*.

Secondary object (after *ask* and *teach*); as: I asked him a *question*.

Retained object (after a passive verb); as: I was given a *book*.

#### ADJECTIVE CONSTRUCTIONS

290. An adjective may have the following constructions:

Direct modifier of a noun or pronoun; as: *Good* citizens are *honest* ones.

Predicate adjective; as: You are *wise*.

Objective complement; as: The storm had made the ship *leaky*.

#### ADVERB CONSTRUCTIONS

291. An adverb may have the following constructions:

Modifier of a verb; as: The river runs *swiftly*.

Modifier of an adjective; as: The river is *very* swift.

Modifier of an adverb; as: The river runs *very* swiftly.

#### PHRASES

292. A phrase is a group of words, without subject and verb, used as a single word; as: The road crossed *over the bridge*; he called *time after time*. A phrase may be used like an adjective (as, The house *on the hill* is mine); like an adverb (as, The house was struck *by lightning*); or like a noun (as, *Over the fence* is out).

#### CLAUSES

293. A clause is a group of words consisting of a verb and its subject and all the words depending on them; as: . . . because he clearly saw the danger. The verb may be compound; as: . . . if I hear or see you. The subject may be compound; as: . . . though you and he are friends. Both subject and verb may be compound, but every subject must belong to every verb; as: . . . when New York, Trenton and Philadelphia were occupied by the British and became their headquarters.

294. A main clause is complete in itself; as: *I ran* because I was afraid.

295. A subordinate clause depends on some word elsewhere in the sentence; as: I ran *because I was afraid*.

296. A simple sentence consists of one clause, which must of course be main; as: I ran.

297. A compound sentence consists of more than one main clause; as: The wind rose and the waves grew higher.

298. A complex sentence consists of one main clause and one or more subordinate clauses; as: I ran because I was afraid.

299. A compound sentence, if it contains one or more subordinate clauses, is sometimes called compound-complex; as: The wind rose and the waves grew higher, as the night came on.

300. A subordinate clause may be used like an adjective (as, My house, *which stands on a hill*, was struck by lightning); like an adverb (as, I ran *because I was afraid*); or like a noun (as, I hear *that you have been ill*).

#### SUBJECT AND PREDICATE

301. The asserting part of a sentence or clause is called its predicate. The predicate consists of the verb, its modifiers, its object or predicate noun, etc., and their modifiers. Examples: . . . because my friend *heard him indistinctly*. My house, *which stands on a hill*, *was struck by lightning*. Surely *he must have seen you*.

302. That part of a sentence or clause about which an assertion is made is called the complete subject. The complete subject consists of the simple subject and its modifiers. Examples: . . . because *my friend* heard him indistinctly. *My house, which stands on a hill*, was struck by lightning. Surely *he* must have seen you.

#### RELATIVE PRONOUNS

303. The antecedent of a pronoun is the noun to which the pronoun refers; as: I met *George* and gave him the letter.

304. A relative pronoun (who, which, that, what, etc.) is a pronoun that attaches to its antecedent a subordinate clause; as: I met a man *whom* I knew.

305. A relative pronoun always has two constructions: it introduces its clause (called a relative clause); and it has a noun-construction within its clause.

Subject: He is a man *that* is trustworthy.

Object: He is a man *whom* I trust.

Predicate Pronoun: His reputation is no longer *what* it was.

Objective complement: He is *what* Nature made him.

Object of a preposition: Here is the book from *which* I have been reading.

Possessive modifier: He is a man *whose* influence is far-reaching.

#### INTERROGATIVE PRONOUNS

306. An interrogative pronoun (*who*, *which*, *what*) is a pronoun that asks a question; as: *Who* are you? I asked him *who* he was; he told me *who* he was. In the first example above, *who* introduces a main clause; in the second and third examples, *who* introduces a subordinate clause.

#### CONJUNCTIONS

307. A coördinating conjunction (*and*, *but*, *for*, *or*, *nor*, *yet*) connects words, phrases or clauses in the same construction; as: You *and* he are friends; he will pass through the field *or* down the lane; the waves rose higher *but* the wind abated; I ran because I saw the danger *and* because I was afraid.

308. A subordinating conjunction (*although*, *as*, *because*, *if*, *since*, *that*, *though*, *etc.*) introduces a subordinate clause; as: I ran *because* I was afraid.

#### CONJUNCTIVE ADVERBS

309. A conjunctive adverb (*when*, *where*, *while*, *etc.*) introduces a subordinate clause of time or place; as: Save money *when* you can. According to some grammarians, a subordinating conjunction expressing time or place is classed as a conjunctive adverb; thus *as* would be a conjunc-

tive adverb in the sentence, *As I was going through the woods I met a bear*; but *as* would be a subordinating conjunction in the sentence, *As I was unarmed I ran away*.

#### INTERROGATIVE ADVERBS

310. An interrogative adverb (when, where, why, etc.) is an adverb that asks a question; as: *Where* am I? I asked him *where* I was; he told me *where* I was. In the first example, *where* introduces a main clause; in the second and third examples, *where* introduces a subordinate clause.

#### WORDS INTRODUCING SUBORDINATE CLAUSES

311. We thus see (sections 303-310) that a subordinate clause may be introduced by any one of five kinds of words—by a subordinating conjunction, a conjunctive adverb, an interrogative adverb, a relative pronoun, or an interrogative pronoun.

Clauses introduced by the following words (expressed or implied) are subordinate:—after, although, as, because, before, if, lest, provided, since, so that, than, that, though, till, until, whether, while, whilst, however (*meaning in whatever way or degree*), howsoever, whatever, whatsoever, whenever, whensoever, whencesoever, wherever, wheresoever, whichever, whichsoever, whithersoever, whoever, whosoever; and the following words when they do not ask a direct question: how, what, when, whence, where, whither, which, who, why, whereat, whereby, wherein, whereinto, whereof, whereon, where-through, whereto, whereunto, whereupon, wherewith, wherewithal.

#### NOUN CLAUSES

312. A subordinate clause may have the following noun-constructions:

Subject: *That he is honest* seems certain.

Object: I know *that he is honest*.

Predicate noun: Their belief was *that the world is flat*.

Objective complement: Make yourself *what you should be*.

Indirect object: Give *what I say* your closest attention.

Object of a preposition: Give your sympathy to *whoever most needs it*.

Appositive: The belief *that the world is flat* was questioned by Columbus.

## ELLIPSIS

313. Ellipsis is the omission of words grammatically necessary. The following are common instances:

Subject of an imperative verb (*i. e.*, of a verb expressing a command): (You) Do me a favor.

After the subordinating conjunction *than*: He is taller than I (am tall).

After the subordinating conjunction *as*: He is as tall as I (am tall).

After the two subordinating conjunctions *as if*: He writes as if in haste, *i. e.*, He writes as (he would write) if (he were) in haste.

Relative pronoun: This is the very book (which) I want.

Subordinate clause: He tripped while (he was) running.

## INDEPENDENT ELEMENTS

314. An independent element is an expression that has no grammatical relation to the rest of the sentence.

Vocative: You have been, my dear *sir*, the victim of ill fortune. (A vocative is a noun used to address a person.)

Interjection (or exclamation): *Oh*, how sorry I am!

Pleonasm: The *smith*, a mighty man is he.

Parenthetical expression: There was, *it is true*, no real need for going.

Nominative absolute: *The night having overtaken us*, we were forced to stop. (A nominative absolute consists of a noun or pronoun, in agreement with a participle, together with any modifiers of each. Sometimes the participle is elliptical; as: He strolled about the room, *his hands in his pockets*.)

*It* expletive (An *it* expletive temporarily supplies the place of the grammatical subject, which follows the verb): *It is hard to study; it is true that he is honest.*

*There* expletive (A *there* expletive temporarily supplies the place of the grammatical subject, which follows the verb): *There was once a bridge over the brook.*

#### PARTICIPLES

315. A participle is an adjective-form derived from a verb. It may take an object, a predicate noun, an objective complement, etc., as a verb may do; and it may be modified by an adverb, as a verb may be; but it is used like an adjective. Examples: A *rolling* stone gathers no moss; he, *having heard* my answer, was silent; the tune became very *wearying*.

#### INFINITIVES (AND GERUNDS)

316. An infinitive is a noun-form derived from a verb. It may take an object, a predicate noun, an objective complement, etc., as a verb may do; and it may be modified by an adverb, as a verb may be; but it is used like a noun. The following are its commonest noun-constructions (infinitives introduced by *to* are called root-infinitives; infinitives in *-ing* are sometimes called gerunds):

Subject: *To run* away would be cowardly; *playing* the piano was her only accomplishment.

Object: I should hate *to be heard*; he dreaded *being seen*.

Predicate noun: His chief delight is *to row* on the river; her hobby was *collecting* stamps.

Object of a preposition: He had no choice except *to fight*; he received the news without *moving* a muscle in his face.

Appositive: His principal object, *to force* the enemy across the river, was accomplished; he was deprived by the jailer of his only diversion, *reading* the newspapers.

317. In addition, an infinitive beginning with *to* may be used—

Adverbially, to express purpose: I came here *to see* you.

Adverbially, to express specification: His letters are difficult *to read*.

Adjectivally: The winter is the right time *to travel* south.

318. In addition, an infinitive (beginning with *to*, expressed or elliptical) may be used as the predicate of an infinitive clause, taking a subject in the objective case; as: I wanted *him to see me*; I allowed *him to go*; I let *him go*.

#### MISCELLANEOUS CONSTRUCTIONS

319. Direct discourse is object of a verb of saying; as: "You are either my friend," I retorted, "or my enemy."

320. A single modifier may modify a number of expressions in the same construction; as: He ran, leaped, and danced *to show his joy*.

321. A noun may be used adverbially to express measure or time; as, He read the book four *times* last *year*.

322. An adjective may be used as a noun; as: The land of the *free* and the home of the *brave*.

323. An adverb may modify a phrase; as: He reported *just* on time.



324. An adverb may modify a clause; as: He reported *just* as the clock was striking.

#### THE SAME WORD AS DIFFERENT PARTS OF SPEECH

325. The same word may be used at different times as different parts of speech. Its part of speech is determined sometimes by its meaning, sometimes by its construction, sometimes by both. Examples:

He works *fast* (adverb); he is a *fast* worker (adjective); they *fast* every Friday (verb); Lent is a forty-day *fast* (noun).

*That* book is mine (adjective); *that* is my book (pronoun); here is the book *that* you ordered (relative pronoun); I had forgotten *that* you ordered the book (subordinating conjunction).

*Exercise 61, in Appendix 12, consists of four hundred sentences for analyzing, graded in accordance with the steps of the foregoing grammatical review.*

APPENDIX 9

SUPPLEMENTARY RHETORICAL PRINCIPLES

FOR REFERENCE OR ADVANCED STUDY

CLEARNESS

326. Topic-sentences (sections 35-49) are very frequently omitted in narration, at least so far as answers to the question *who* and *what* are concerned. A strict adherence to topic-sentences is a valuable discipline to the unpractised writer; but it may safely be confessed to the maturer student that, while paragraph-unity and theme-unity must always be religiously observed, topic-sentences are optional in narration, though important in description and essential in exposition and argument.

327. Topic-sentences and transition should be clear and distinct; but they are distasteful if they seem labored or obvious.

Topic-sentence and transition too obvious and labored:  
I will now stop discussing his virtues, and take up his defects.

Improved: These virtues, however, were almost counterbalanced by certain defects.

328. An extremely important device for securing clearness is the trick of not trying to say too much in a single sentence. (This is omitted in the chapter on clearness, because the typical sentence of an immature writer usually inclines to the opposite fault of not containing enough—a fault attacked in sections 133-136.) When you find yourself getting into

## 154 SUPPLEMENTARY RHETORICAL PRINCIPLES

deep water with a long, complicated sentence, in your attempt to express a long, complicated thought, the best remedy is to begin all over again, presenting the reader with one idea at a time, each idea in a separate, short sentence. (See Appendix 12, exercise 62.)

Not clear (the writer tries to say too much in one sentence): Thus, to sum up the conclusions at which we have already arrived, we may, putting aside for the moment all considerations that are not strictly essential to our main inquiry, however important such considerations may be in themselves, fairly assert that the demand of the employees' committee that they be given free access to the records and accounts of the Company, though, when considered solely from the standpoint of the employees, the demand seems quite innocent and reasonable, would, if it were granted in even a modified form, work a positive injury to the Company's business.

Corrected (by being split up into a number of short sentences; the writer presents only one idea at a time): Let us pause for a moment, and put temporarily aside all considerations that are not essential to our main inquiry, however important such considerations may be in themselves. Now what are the conclusions we have thus far reached? We find that the demand of the employees' committee, to be given free access to the Company's records and accounts, seems quite innocent and reasonable from the standpoint of the employees. But we also find that their demand, if granted in even a modified form, would work a positive injury to the Company's business.

### GRAMMATICAL CORRECTNESS

329. The number (see sections 87-95) of the following words needs special explanation:

- (a) Two or more things taken as one, should be treated as singular. Example: Bread and water is prison fare.
- (b) A singular noun may acquire a plural sense by the presence of distinguishing adjectives. Examples: Material and intellectual civilization are usually found existing side by side.
- (c) When subjects connected by *or* or *nor* are different in number, make the verb agree with the nearest; or, better still, recast. Correct but awkward: Neither they nor I was ready;—our political system or our voters are to blame. Improved: They were not ready, and neither was I;—the blame rests on our political system or on our voters.
- (d) A plural noun taken as a single thing, should be treated as singular. Examples: Twenty miles is a long walk;—ten thousand dollars a year is a large income.
- (e) The following nouns should be treated as singular: news, United States, gallows, summons, mathematics, dramatics, physics.
- (f) The following nouns should be treated as plural: athletics, trousers, scissors, data, phenomena, strata. (The singular forms of the last three words are datum, phenomenon, stratum.)
- (g) The word *enemy* (meaning a force of opponents) is best written in the singular form and treated plurally like a collective noun. Example: When we reached the enemy's trench, we found they had left their wounded behind in the retreat.
- (h) The word *none*, because it is a contraction of *no one*, is, strictly according to grammar, singular; and the reporters of many newspapers are required to treat it as such. Example: None of the 187 passengers was hurt. But some grammarians defend its use as a plural.

330. The case of an appositive should be the same as that of the word with which it is in apposition.

All are going, my brothers and I too.

He spoke to us all, my brothers and me too.

331. The gender of *which* is neuter; and *which* is therefore incorrect when it refers to persons.

Wrong: The beggars, which flocked to his gate in dozens, were all generously fed.

Corrected: The beggars, who flocked to his gate in dozens, were all generously fed.

332. A verb agrees in person and number with its subject; and a pronoun agrees in person and number with its antecedent.

I who am;—thou who art;—he who is;—we who are;—you who are;—they who are.

333. When subjects connected by *or* or *nor* are different in person, make the verb agree with the nearest; or, better still, recast. Correct, but awkward: Neither he nor I am to blame. Improved: He is not to blame, and neither am I.

334. Additional rules for *shall* and *will* (supplementing sections 113-117):

(a) In an indirect quotation, use the auxiliary that would be used if the quotation were direct; except that in the first person expectation is always expressed by *shall* (or *should*).

I said that I should be exhausted by a long ride. ("I shall," I said, "be exhausted by a long ride.")

I declared he would be exhausted by a long ride. (I declared, "He will be exhausted by a long ride.")

I repeat that I will not consent. (I repeat, "I will not consent.")

You tell me I shall not survive another such illness.

(You say to me, "You will not survive another such illness." But see the exception to the rule.)

You remarked you should soon grow too old to be of any use. ("I shall soon grow too old," you remarked, "to be of any use.")

You told me he should be executed at dawn. (You said to me, "He shall be executed at dawn.")

The physician testified in court that I should be a cripple all my life. ("He will be," testified the physician, "a cripple all his life." But see the exception to the rule.)

The detective said to me you would break down under cross-examination. ("He will break down under cross-examination," the detective said to me.)

The ex-convict assured his friends that he would reform. (The ex-convict said to his friends, "I will reform.")

The workmen protested that they should soon need something to eat. ("We shall soon," the workmen protested, "need something to eat.")

The physician affirmed that the injured man would be a cripple all his life. ("This injured man," the physician affirmed, "will be a cripple all his life.")

He kept me silent by the threat that I should be discharged if I informed the police. (He kept me silent by the following threat: "You shall be discharged if you inform the police.")

(b) In subordinate clauses that are not indirect quotations or indirect assertions, *shall* (or *should*) in all three persons expresses expectation, and *will* (or *would*) in all three persons expresses wish, willingness, or determination.

It is impossible to determine when we shall be ready.  
We are promised money if we will vote for him.

I should be much surprised if you should succeed.

I should be greatly obliged if you would do me this favor.

I give and bequeath to my son, Henry J., the sum of ten thousand dollars, to be held in trust by my executors and paid to him when he shall come of age.

In those days any man could become famous if he would take the trouble.

(c) *Should* may be used to introduce a conditional clause. Should you be so fortunate as to reach your destination in safety, be sure to communicate with me at once.

(d) *Would* may be used to introduce a wish. Would I were rich!

335. The rules for the sequence of tenses (sections 118-120) have an exception in the word *ought*; this word cannot be inflected itself, and therefore tense-changes are made by changing the tense of the infinitive that follows it. Examples: I ought to go;—I ought to have gone.

336. Observe the following uses of the present perfect tense. Wrong: I needn't introduce you again, for I already introduced you;—I didn't read the newspaper yet. Corrected: I needn't introduce you again, for I have already introduced you;—I haven't read the newspaper yet.

#### VARIETY

337. Variety of sentence-structure (sections 166-171) is often violated, even by writers in other respects expert, through an overfrequency of compound sentences of two main clauses each. (See exercise 45 in Appendix 12.)

#### SMOOTHNESS

338. Do not let a word temporarily misrepresent its part of speech or construction. Temporary misrepresentation means temporary loss of clearness, and is peculiarly vexatious

to the reader. Examine the following sentence: "I knew that in the opinion of everybody would never do." For the moment, the reader naturally supposes the word *that* to be a conjunction introducing the subordinate clause; but a moment later he finds it to be a demonstrative pronoun acting as the subject of *would do*. As soon as the reader discovers his mistake, he is forced to reread the sentence, readjust his mind to the real construction, and think back to the antecedent of *that*. All this is extremely vexatious. Defects of this kind are generally responsible for a style popularly termed "hard to read." The sentence might be corrected thus: "I knew that in the opinion of everybody such an act would never do."



## APPENDIX 10

### RULES OF PUNCTUATION, ETC.

The following rules do not aim to cover all cases. Many of the rules have unstated exceptions. When in doubt, punctuate so as to prevent misunderstanding.

*Exercises 63-80, in Appendix 12, treat of punctuation, exercise 80 being a general review.*

#### Rule 1

Use a comma between main clauses if they are joined by *and*, *but*, *for*, *or*, *nor*, or *yet*; otherwise, a semicolon. (Exercise 63.)

Examples: Lincoln was a poor boy, and consequently he had to struggle for an education.

Lincoln was a poor boy; consequently he had to struggle for an education.

Note (a). *Whereas*, and *while* in the sense of *whereas*, join main clauses, and require only a comma.

Example: He was a failure in his life, while he was a hero in his death.

Note (b). A sentence in which the main clauses are not separated by a semicolon when a semicolon is required by the above rules, is called a "comma-sentence." This is one of the worst possible mistakes in punctuation.

Note (c). Even if the main clauses are joined by *and*, *but*, *for*, *or*, *nor*, or *yet*, it is often desirable to separate them by a semicolon when the first clause is very long or broken up by commas.

Example: Lincoln was a poor boy, who was denied such advantages as free schools, public libraries, and books at home; and consequently he had to struggle for an education.

### Rule 2

Use a comma to set off a subordinate clause that precedes the clause to which it belongs. (Exercise 64.)

Example: If the English had won the battle of Saratoga, the American colonies would have been cut in two.

Note (a). When the subordinate clause precedes, the comma may be omitted if the clause is very short and if punctuation is not needed for clearness.

Example: When in doubt I use the dictionary.

Note (b). When the subordinate clause follows, the comma is generally omitted; but it should be inserted when the subordinate clause is loosely connected in meaning with what goes before. This loose connection is commonest when the subordinate clause (particularly if introduced by *although*, *as*, *so that*, *unless*, or *until*) seems like an afterthought or is not expected by the reader.

Example: They have finished their day's work, unless you include putting the shop in order.

### Rule 3

Use commas to set off a participial phrase, unless it is an identifying phrase (intended to tell which particular person or thing is meant). (Exercise 65.)

Examples: His soldiers, taken by surprise, were at a disadvantage.

Soldiers taken by surprise are at a disadvantage.

### Rule 4

Use commas to set off an adjectival clause, unless it is an identifying clause (intended to tell which particular person or thing is meant). (Exercise 66.)

Examples: The First National Bank Building, in which the fire started, was completely destroyed.

The First National Bank Building, where the fire started, was completely destroyed.

The building in which the fire started was completely destroyed.

The building where the fire started was completely destroyed.

### Rule 5

Use a comma to keep apart words that would injure the sense if taken together. (Exercise 67.)

Example: At the moment of his entering, the room became hushed.

Note. A semicolon is sometimes useful as a larger comma, to make the meaning clear.

Example: Man is so made that in activity he grows happy; in laziness, discontented; in work, strong; in idleness, lax.

### Rule 6

Use a comma to set off direct discourse, but not indirect. (Exercise 68.)

Examples: He said, "I have no interest in the undertaking."

"I have," he said, "no interest in the undertaking."

He said that he had no interest in the undertaking.

Note (a). When an expression like *he said* interrupts direct discourse, it should be preceded by a comma, and followed by whatever mark of punctuation would be needed if the expression *he said* were removed.

Examples: "Lincoln was a poor boy," I said, "and consequently he had to struggle for an education."

"Lincoln was a poor boy," I said; "consequently he had to struggle for an education."

"We are confronted by a very serious difficulty," I answered. "Let me explain."

Note (b). But if *he said* is preceded by a question or exclamation, it should be preceded by a question-mark or exclamation-mark and followed by a period.

Examples: "Are we not confronted by a very serious difficulty?" I asked. "Let me explain."

"How serious this difficulty is!" I said. "Let me explain."

Note (c). In a conversation each separate speech should be made a separate paragraph, except in the case of a short speech embedded in the midst of a long sentence.

Note (d). Unemphatic exclamations, like *yes, no, oh, well*, occur frequently in direct discourse; they should be set off by commas. (Exercise 69, on the foregoing notes.)

### Rule 7

Use commas to set off a vocative. (Exercise 70.)

Example: I move you, Mr. Chairman, that the meeting be adjourned.

### Rule 8

Use commas to set off an appositive, except in such expressions as "William the Conqueror," "my son John," "the steamship *Titanic*," "I myself." (Exercise 71.)

Examples: Albany, the capital of New York, is situated on the Hudson River.

The river itself adds much to the beauty of the city.

### Rule 9

Use commas to set off a short parenthetical expression, especially the parenthetical *however*. (Exercise 72.)

Examples: The Indians, we know, were brave fighters.

They were unable, however, to stop the advance of the white men.

*Rule 10*

Use commas to set off a clause within a clause. (Exercise 73.)

Example: One day, as he was walking along the beach, he saw a human footprint in the sand.

Note. Disregard rule 10 if rule 4 applies.

*Rule 11*

Use commas between the items of a series if the items number three or more. (Exercise 74.)

Example: Life, liberty, and the pursuit of happiness are the rights of all men.

*Rule 12*

Use a colon to denote expectation, unless there is no pause. (Exercise 75.)

Examples: The five vowels are as follows: *a, e, i, o, and u.*

The five vowels are *a, e, i, o, and u.*

*Rule 13*

Capitalize the first word in a title and every other word except articles, prepositions and conjunctions. (Exercise 76.)

Example: *All's Well That Ends Well, Romeo and Juliet, and The Taming of the Shrew* are plays by Shakespeare.

*Rule 14*

Capitalize proper nouns and proper adjectives. (Exercise 77.)

Examples: England, English, France, French, Jew, Jewess, Jewish, Latin, Indian, Bible, Biblical.

*Rule 15*

Capitalize a common noun like *river, street, hotel*, when it forms part of a proper name. (Exercise 78.)

**Examples:** The new clubhouse of the Westville Business Men's Club is on Fifteenth Street.

Everybody knows that the Mississippi River is the longest river in the United States.

*Rule 16*

Italicize (in handwriting, underscore) words under discussion, and the names of newspapers, magazines, literary compositions, musical compositions, pictures, and ships. (Exercise 79.)

**Examples:** The frequent repetition of *and* is a fault common among untrained writers.

The band played *The Star Spangled Banner* as the *Mayflower* approached the dock.

*Rule 17*

Use a question-mark after a question, and an exclamation mark after an exclamation.

**Examples:** What trouble are you in now?

What trouble you are in now!

*Rule 18*

A comma, a semicolon, a colon, a period, a question-mark, an exclamation-mark, or a hyphen should never be put at the beginning of a line; the quotation-marks at the beginning of a quotation should never be put at the end of a line, and the quotation-marks at the end of a quotation should never be put at the beginning of a line.

*Exercise 80, in Appendix 12, is a general review of punctuation.*

## APPENDIX 11

### SPELLING

#### PART I: FIFTY APPEALS TO REASON

##### LESSON 1

Change the *y* to *i* and add *-es*: modify, modifies; history, histories.

Exceptions: (1) When the *y* is part of a diphthong: day, days; valley, valleys; toy, toys; buy, buys. (2) In proper names: There have been eight Henrys on the English throne.

##### *Exercise*

Spell the third singular of the verbs, and the plural of the nouns (examples: try, tries; lily, lilies):

try	deny	worry
lily	pry	ferry
display	whinny	tarry
reply	candy	scurry
prey	carry	quarry
modify	cry	hurry
cloy	marry	shy
apply	prophecy	sky
imply	prophecy	bury
spy	supply	buy
pray	betray	history

##### LESSON 2

Final *y* changes to *i* except before *i*: history, histories; try, tries, tried, trying, trial; busy, business, busily; fury, furious.

**Exceptions:** (1) When *y* is part of a diphthong: pray, prays, prayed, praying, prayer. (2) In proper names: Henry, Henrys.

### *Exercise*

(a) Spell the *-s*, *-ed*, and *-ing* forms:

ally	reply	display
study	annoy	apply
stay	deny	modify
employ	cry	try

(b) Spell the plural:

lily	day	valley
monkey	charity	story
reply	history	alley

(c) Add *-er*, *-est*; *-ly*, and *-ness*:

busy	easy	happy
holy	ready	noisy
dry	coy	muddy

### LESSON 3

#### A

Only three verbs spell their past forms in *-aid*: laid, paid, said.

lay, lays, laid, laying, laid  
pay, pays, paid, paying, paid  
say, says, said, saying, said

#### B

So also their derivatives: unpaid, repaid, prepaid; unsaid, gainsaid.

#### C

All other verbs in *-ay* leave the *y* unchanged: prayed, played, strayed, relayed, delayed, portrayed.



## D

Observe these three verbs:

die,	dies,	died,	dying,	died
lie,	lies,	lied,	lying,	lied
lie,	lies,	lay,	lying,	lain

*Exercise*

Spell the third singular present, the past tense, the present participle, and the past participle, of the verbs in the exercise in lesson 1. (Examples: try, tries, tried, trying, tried; buy, buys, bought, buying, bought.) Also of the following: destroy, prepay, toy, dismay, say, deploy, lay, bray, sway, allay, alloy, waylay, gainsay, pay, repay, die, lie (tell an untruth), lie (recline).

## LESSON 4

To form the possessive singular, add apostrophe *s* to the nominative singular. A boy's cap; a man's job; Burns's poems. (*Burns'* is also correct. *Burns'* is pronounced *burns*; *Burns's* is pronounced *burnses*.)

*Exercise*

Spell the possessive singular:

day	Dickens	policeman
people	gentleman	month
idol	Tennyson	second
lady	hour	cent
enemy	dollar	year
child	Henry	minute
woman	consumer	Jones
soldier	man	Robert
partner	officer	Roberts

## LESSON 5

To form the possessive plural, add an apostrophe to the

nominative plural; but if the nominative plural does not end in *s*, add apostrophe *s*. Boys' caps, men's jobs.

*Exercise*

Spell the possessive plural of the words in the exercise in lesson 4.

LESSON 6

The possessive of the personal and relative pronouns is formed without an apostrophe. His, hers, its, ours, yours, theirs, whose.

*Exercise*

Review lessons 4 and 5.

LESSON 7

Observe the grammatical necessity for the possessive case in constructions like the following: "There is little likelihood of a *student's* doing a *year's* work in six *months'* time."

*Exercise*

Spell, on dictation: The chance of John's reaching his journey's end before the conclusion of his two weeks' vacation is small. A workman whose wages have not gone up finds that the purchasing power of two dollars at to-day's prices is the same as one dollar's worth a few years ago. In other words, the dollar has lost half its value.

LESSON 8

An apostrophe is used to indicate omitted letters. Doesn't, it's (it is), you're, o'clock (of clock).

*Exercise*

he's	they've	o'clock	doesn't
it's	you'd	'tis	don't
its	'twas	wouldn't	isn't
she'll	I've	aren't	weren't

Such contractions (except *o'clock*) are best avoided in formal writing, such as business letters and themes. *E'er* is a poetic contraction of *ever*; not to be confused with *ere* (meaning *before*). *Till* is not a contraction of *until* and requires no apostrophe.

## LESSON 9

Silent *e* drops before a vowel. Take, taking; stone, stony; love, lovable.

*Exercise*(a) Add *-ing*:

robe	wage	pine	tease
wade	scale	slope	mate
chafe	shame	score	prove
ache	take	waste	come
hope	complete	owe	argue
trace	chase	space	lace

(b) Add *-able*:

love	prove	move	value
------	-------	------	-------

(c) Add *-ible*:

force	enforce	produce
-------	---------	---------

## LESSON 10

Silent *e* is retained before *-able* and *-ous*, when it is desired to retain the soft sound of *c* or *g*. Soft *c* is like *s*; soft *g* like *j*. Notice, noticing, noticeable; manage, managing, manageable; courage, courageous.

*Exercise*(a) Add *-ing* and *able*:

trace	manage	charge
stage	notice	

(b) Add *-ous*:

outrage	courage
---------	---------

(c) Add *-able*:

peace

(d) Add *-ing*:

encourage

ice

lace

rage

induce

space

## LESSON 11

Silent *e* is retained before a consonant. Safe, safety; immediate, immediately; hope, hopeful.

*Exercise*

amusement

nineteen

sincerely

safety

barely

fortunately

ninety

bareness

lonely

basely

likely

scarcely

hopeful

immediately

management

## LESSON 12

## A

robe

rob

wade

wad

wage

wag

shame

sham

pine

pin

slope

slop

scare

scar

mate

robed

robbed

waded

wadded

waged

wagged

shamed

shammed

pined

pinned

sloped

slopped

scared

scarred

mated

robing

robbing

wading

wadding

waging

wagging

shaming

shamming

pinning

pinning

sloping

slopping

scaring

scarring

mating

mat	matted	matting
load	loaded	loading
charm	charmed	charming
pain	pained	paining
stoop	stooped	stooping
fear	feared	fearing
halt	halted	halting

Observe: (1) that the present tense of each of the above verbs is of one syllable; and (2) that the consonant is not doubled unless the present tense ends in one consonant preceded by one vowel.

## B

bow	bowed	bowing
toy	toyed	toying
box	boxed	boxing

Observe that the above verbs are not exceptions to the rule, because *w* and *y* never act as consonants when final, and *x* is really two consonants (*ks*).

## C

spell	spelled	spelling
whirr	whirred	whirring
pass	passed	passing
buzz	buzzed	buzzing

Observe that the above verbs are not exceptions to the rule, because the consonant is already double in the present tense.

*Exercise*

Add *-ed* or *-ing*:

drag	dine	stop	pelt
put	pet	write	roll
run	whizz	drop	pale
throb	poll	can	brood
come	hope	cane	flood

goad	paste	rust	met
prod	pool	droop	fill
gas	purr	slip	pole
kiss	guess	net	pull

## LESSON 13

prefer	preferred	preferring
pucker	puckered	puckering
interfere	interfered	interfering
despair	despaired	despairing
admit	admitted	admitting
benefit	benefited	benefiting
debate	debated	debating
depart	departed	departing

Observe: (1) that the present tense of each of the above verbs is of more than one syllable; (2) that the consonant is not doubled unless the present tense ends in one consonant preceded by one vowel, *and even then only when that vowel is accented.*

*Exercise*

Add *-ed* or *-ing*:

commit	begin	engage	repel
intermit	refrain	ungag	repeal
omit	unjoin	indulge	impale
permit	abstain	compel	allude
insist	enthroned	patrol	disrobe
defeat	beflag	propel	reframe
develop	envelop	worship	telescope
gallop	confer	concur	occur
refer	defer	offer	declare
ensure	appeal	appear	equip

## LESSON 14

big, bigger, biggest, bigness  
mad, madder, maddest, madness, madden

stop, stopped, stopping, stopper, stoppage
fun, funny                      foam, foamy
stone, stony                      god, goddess
thorn, thorny                      beg, beggar

Observe: (1) that the simple form of each of the above words is of one syllable; (2) that the consonant is not doubled unless the simple form ends in one consonant preceded by one vowel, and even then only when the suffix begins with a vowel.

### *Exercise*

muddy	sinner	goodness
winner	loudest	firmness
foolish	slavish	apish
ticklish	waspish	mannish
meaner	meanest	womanish
hotter	hottest	hatter
shutter	rotten	fallen
driven	given	digger
rigging	runner	rigged

## LESSON 15

### A

insure	insured	insuring	insurance
appear	appeared	appearing	appearance
occur	occurred	occurring	occurrence
prefer	preferred	preferring	preference
deter	deterred	detering	deterrent

Observe: (1) that the simple form of each of the above words is of more than one syllable; (2) that every suffix begins with a vowel; (3) that the consonant is not doubled unless the simple form ends in one consonant preceded by one vowel, *and even then only when that vowel is accented and remains accented.*

## B

We are now in a position to frame one general rule to cover all the cases of doubling examined in lessons 12-15: The consonant is not doubled except under all the following conditions: (1) the simple form must end in one consonant preceded by one vowel; (2) either that vowel must be accented and remain accented, or the word must be of one syllable; (3) the suffix must begin with a vowel.

*Exercise*

conferred	conferring	conference
conferee	deferred	deference
referred	reference	referee
inferred	inference	impressive
committed	committee	proposal
concurrent	concurrence	expressage
debated	debater	currish
secured	security	baggy
furry	write	writing
fuzzy	writ	written
wedding	robber	batter

## LESSON 16

When in doubt as to *ei* or *ie*, write *e* after *c*, and *i* after *l*,—the order of the letters in the word *Celia*.

ceiling	believe
conceive	belief
conceit	relieve
deceive	relief
deceit	lief
perceive	lien
receive	
receipt	



## LESSON 17

When in doubt as to *ei* or *ie*, write *ei* for the sound in *eight*.

deign	eight	eighteen	eighty
feign	feint	freight	neigh
reign	rein	skein	neighbor
sovereign	sleigh	weigh	weight
foreign			

Review lesson 16.

## LESSON 18

When in doubt as to *ei* or *ie*, write *ie* for the sound in *thief*, except when the "Celia rule" applies (after *c*).

thieve	brief	ceiling	receive
thief	niece	conceive	receipt
grieve	piece	conceit	
grief	siege	deceive	
achieve		deceit	
chief		perceive	

Review lessons 16 and 17.

## LESSON 19

In the following words, the spelling is *ei*:

(a) Contrary to the "thief rule":

either	seize	weird
neither	seizure	

(b) Where no rule applies:

forfeit	sleight-of-hand
counterfeit	height

*Ie* in *friend*.

Review lessons 16-18.

LESSON 20

*-Able* is much commoner than *-ible*.

Learn the following common cases of *-ible*:

credible	incredible
discernible	undiscernible
eligible	ineligible
expressible	inexpressible
legible	illegible
possible	impossible
resistible	irresistible
sensible	insensible
visible	invisible
contemptible	
dirigible	
forcible	

LESSON 21

A

*-Ant* is a frequent noun-ending used to denote an agent (that is, the person who or the thing which).

assistant,	the person who assists
confidant,	the person in whom one confides
stimulant,	the thing which stimulates
pendant,	the thing which pends or hangs.

B

*-Ance* is a frequent noun-ending used to denote act: appearance, the act of appearing.

*Exercise*

attendant	acquaintance
claimant	assistance
dependant (n.)	attendance

combatant  
 defendant  
 descendant  
 servant  
 intoxicant  
 lubricant

entrance  
 perseverance  
 predominance  
 remembrance  
 resistance

## LESSON 22

Learn the following common cases of *-ent* and *-ence*:

absent  
 absence  
 dependent (adj.)  
 dependence  
 independent  
 independence  
 convenient  
 convenience  
 different  
 difference  
 excellent  
 excellence  
 existent  
 existence

persistent  
 persistence  
 present  
 presence  
 prominent  
 prominence  
 antecedent  
 apparent  
 coincidence  
 conference  
 preference  
 reference  
 difference  
 occurrence

## LESSON 23

## A

*-Ous* is a frequent adjective-ending.

barbarous  
 unanimous

porous  
 chivalrous

## B

If an *i* is present in the simple form of the word, it is retained.

religion  
 suspicion

religious  
 suspicious

## C

Final *y* of course becomes *i* (according to the rule in lesson 2).

fury  
industry

furious  
industrious

## D

But the combination *tious* is altered to *teous* when the pronunciation "shus" is not wanted.

cautious (pronounced "caw-shus")

pity  
plenty  
duty  
beauty  
courteous

piteous  
plenteous  
duteous  
beauteous

## LESSON 24

*-Al* is a frequent adjective-ending.

medical  
optical  
physical  
adverbial  
political

capital  
principal  
mathematical  
logical  
practical

manual  
participial  
adjectival  
methodical  
nonsensical

## LESSON 25

*-Ful* is a frequent adjective-ending and noun-ending. Notice that it is spelled with a single *l*.

beautiful  
helpful  
dutiful  
cheerful  
careful  
sorrowful

cupful  
spoonful  
handful  
armful  
mouthful  
roomful

successful

useful

healthful

plateful

teaspoonful

glassful

## LESSON 26

## A

*-Ly* may be added to an adjective to make an adverb.

barbarously

furiously

separately

surely

sweetly

pleasantly

loudly

slowly

## B

If the adjective ends in *l*, the result is double *l*.

principally

medically

politically

really

coolly

naturally

beautifully

dutifully

practically

## C

Always insert *-al-* between *ic-* and *-ly*. The result is of course double *l*.

heroic

poetic

frantic

athletic

romantic

heroically

poetically

frantically

athletically

romantically

Exception: publicly.

## LESSON 27

*-lty* may be added to an adjective to make a noun.

local

equal

tranquil

logical

locality

equality

tranquility

logicality

The only changes are the dropping of silent *e* and the changing of *-ous* to *-os*-

hostile	hostility
human	humanity (mankind)
humane	humanity (kindness)
intense	intensity
docile	docility
generous	generosity
monstrous	monstrosity
religious	religiosity
porous	porosity

**LESSON 28**

*-Ness* may be added to an adjective to make a noun.

sureness	helpfulness	strangeness
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If the adjective ends in *n*, the result is double *n*.

meanness	barrenness	sternness
plainness	wanness	cleanness
drunkenness	greenness	

**LESSON 29**

Prefixes are usually written solid with the words to which they are joined.

*a-* (meaning *at, in, on*): aboard, afire, amid, around, ashore, across, asleep.

*by-*: bypath, byplay, bystander.

*fore-* (meaning *before*): foresee, foretell, foresight, forehead, forefinger, foremost, foremast.

*in-*: incoming, indoor, inside, intake.

*mis-*: misinform, misfortune.

*on-*: oncoming, onlooker.

*out-*: outcome, outdoor, outlaw, outnumber, outshine, outside, outwit.

*over-*: overcome, overthrow, overworked, overdraw.

*un-*: unable, unpleasant, unafraid, unchristian.

*under-*: underdone, undergo, underhand, undermine, undergraduate, underscore.

*up-*: uplift, upheaval, uphold, upland, upright, uproar.

*with-*: withdraw, withstand.

### LESSON 30

When a word begins with the same letter as that with which the prefix ends, the result is a double letter.

misspell	overrate	unnatural
misstate	overrule	unnoticed
misstep	overreach	unnecessary
misspent	overrun	unnerved
underrate	override	unnamed
withhold		unneighborly

### LESSON 31

#### A

The Latin prefix *ad-* (to, towards, nearly, very) occurs in many words of Latin origin.

adjoin (jungere, join)

adjust (justus, right)

adjourn (diurnus, of the day)

adjutant (juvare, help)

adjective (jacere, throw)

#### B

*Ad-* followed by *d* results in double *d*.

address (directiare, direct)

addition (dare, give)

#### C

*Ad-* softens to *ac-* before *q*.

acquire (quaerere, seek).

acquaintance (cognoscere, know;—the *qu* was acquired in passing through the French).

## D

*Ad-* in many cases softens to the letter that follows. This accounts for the double.

- abbreviate (brevis, short)
- accompany (compania, company)
- accommodate (commodare, help)
- account (computare, count)
- accumulate (cumulus, pile)
- accurate (cura, care)
- accuse (causa, lawsuit)
- affair (facere, do)
- affect (facere, do)
- affirm (firmare, make firm)
- aggravate (gravis, heavy)
- aggression (gressus, step)
- allow (laudare, praise)
- allusion (laudere, play; hence, a reference)
- announce (nuntiare, report)
- apparent (parere, be seen)
- appear (parere, be seen)
- approach (prope, near)
- appoint (ponere, put)
- arrive (ripa, river-bank)
- assent (sentire, feel)
- assist (sistere, stand)
- attempt (temptare, try)
- attend (tendere, reach)

## LESSON 32

The Latin prefix *con-*, sometimes spelled *com-* or *co-* (with, together, very), in many cases softens to the letter that follows. This accounts for the double.



collapse (lapsus, fall)  
 colloquial (loqui, talk)  
 collect (legere, gather)  
 commemorate (memoria, memory)  
 commit (mittere, send)  
 committee (mittere, send)  
 commission (mittere, send)  
 commodious (modus, plan;— the two doubles in *ac-*  
*commodate* are thus explained by the softening of *ad-*  
 before *con-* and the softening of *con-* before *modus*.)  
 connect (nectere, bind)  
 correct (regere, lead straight)  
 correlative (relatus, related)

## LESSON 33

The Latin prefix *e-* or *ex-* (from, off, beyond, thoroughly) never softens to any letter except *f*. It absorbs *s*.

egress (gressus, step)  
 emigrant (migrare, migrate)  
 erupt (rumpere, break)  
 elude (ludere, play; hence, escape from)  
 exaggerate (agger, mound)  
 excuse (causa, lawsuit)  
 effect (facere, do)  
 efficient (facere, do)  
 effeminate (femina, woman)  
 effort (fortis, strong)

exist (sistere, stand;—observe that the *s* of *sistere* is absorbed by *ex-*, but remains present after other prefixes, as in *assist*, *desist*, *insist*, *persist*, *resist*, *subsist*.)

## LESSON 34

The Latin prefix *in-* (in, into, on, not) in many cases softens to the letter that follows. This accounts for the double.

## A

immigrant (migrare, migrate;—thus an immigrant is one who migrates into a country, while an emigrant is one who migrates out of it; observe in which word the double occurs, and why.)

irruption (rumpere, break;—thus an irruption is an invasion, while an eruption is an outburst as of a volcano or of measles; observe in which word the double occurs, and why.)

illusion (ludere, play; hence, a deceptive appearance; compare the meaning and spelling of *allusion*, *allude*, *elude*, *illusion*).

## B

liberal	illiberal
legible	illegible (unreadable)
literate	illiterate
logical	illogical
memorial	immemorial
mediate	immediate
rational	irrational
responsible	irresponsible
resistible	irresistible
regular	irregular
decent	indecent
eligible	ineligible (unchoosable)
nocent	innocent

## LESSON 35

The Latin prefix *ob-* (in the way of, against) in many cases softens to the letter that follows. This accounts for the double.

occur (currere, run)  
occasion (cadere, fall)

occupy (capere, take)  
 offer (ferre, carry)  
 opportunity (portus, harbor)

## LESSON 36

The Latin prefix *sub-* (under) in many cases softens to the letter that follows. This accounts for the double.

suffer (ferre, carry, bear)  
 sufficient (facere, do)  
 suffix (figere, fasten)  
 support (portare, carry)  
 suppose (ponere, put)  
 supply (plere, fill)  
 supplement (plere, fill)  
 submarine  
 subfreshman

## LESSON 37

## A

Following are other common Latin prefixes. Remember that all prefixes are almost always written solid with the words to which they are joined:

*ante-* (before): antecedent, antedate, anteroom  
*circum-* (around): circumference, circumnavigate  
*contra-* (against): contradict  
*de-* (from, concerning): depend, describe, definite, despair  
*dis-* (not): disappear, disappoint, disease, disapprove  
*inter-* (between, among): interrupt, interfere, intervene, intercollegiate  
*non-* (not): nonresident  
*per-* (through, throughout): persuade, perspire  
*re-* (again, back): rearrange, reinforce, repeat, refer, review  
*trans-* (across): translate, transfer, transatlantic

## B

When the prefix ends with the same letter as that which follows, the result is a double.

interrupt (rumpere, break)

interrogation (rogare, ask)

dissatisfy

dissimilar

## C

The Greek prefix *anti-* (against) should not be confused with the Latin prefix *ante-* (before).

antisuffrage (against suffrage)

anteroom (the room before the main room)

## LESSON 38

We are now in a position to classify all the cases of doubling examined in the previous lessons.

(1) The consonant is doubled, (a) if the word ends in one consonant preceded by one vowel, and (b) either if that vowel is accented and remains accented or if the word is of one syllable, and (c) if the suffix begins with a vowel. See lessons 12-15. Confer, conferred, conferring, conference, conferee, wag, wagged, wage, waged.

(2) When a suffix begins with the same letter as that which precedes, the result is a double. Beautiful, beautifully, heroic (heroical), heroically, lesson 26; mean, meanness, lesson 28.

(3) When a prefix ends with the same letter as that which follows, the result is a double. Misspell, overrate, unnatural, underrate, unnamed, withhold, lesson 30; address, lesson 31; connect, lesson 32; innocent, lesson 34; interrupt, dissatisfy, lesson 37.

(4) When a Latin prefix softens to the same letter as that which follows, the result is a double. Abbreviate, account, affect, aggravate, allow, announce, appear, arrive, assent,

attend, lesson 31; collapse, commit, connect, correct, lesson 32; effect, lesson 33; illogical, immigrant, irregular, lesson 34; occur, offer, opportunity, lesson 35; suffer, suppose, lesson 36.

## LESSON 39

## A

Observe that the following verbs end in single *l*:

expel	extol	cavil
impel	control	travel
propel	patrol	ravel
repel	appal	bevel
excel	fulfil	revel

## B

Contrary to rule (lesson 15), the *l* may be doubled even when the preceding vowel is not accented.

traveled or travelled; traveler or traveller;

excellence (no other spelling).

## LESSON 40

The combination *sc* occurs in certain words.

(1) From the Latin *scire* (know): science, scientific, conscience, conscientious, conscious.

(2) From the Latin *discere* (learn): disciple, discipline.

(3) From the Latin *crescere* (increase): crescent.

(4) From the Latin *scandere* (climb): ascend, ascent, descend, descent; thus, *ascent* (ad scandere) is a climbing to or up, while *assent* (ad sentire) is a feeling to or consenting; *descent* (de) is a climbing from or down, while *dissent* (dis) is a feeling not, or declining.

## LESSON 41

## A

When in doubt, write solid.

## B

Write solid: northeast, northwest, southeast, southwest.

## C

Write compound prepositions solid: across, along, alongside, amid, among, around, aside, beneath, beside, into, unto, inside, outside, upon, underneath, within, without, notwithstanding.

## D

Write the compound personal pronouns solid: myself, ourselves, thyself, yourself, yourselves, himself, herself, itself, themselves.

## E

Write the compound indefinite pronouns solid: anybody, everybody, nobody, somebody, anything, everything, nothing, something, anywhere, everywhere, nowhere, somewhere.

## F

But write as two separate words: any one, every one, no one, some one. This is easily remembered, for if the words were written solid two vowels would be put together though pronounced separately. It is to avoid this confusion that these words are kept apart.

## G

The Webster and Standard dictionaries use a short, light hyphen to indicate division between syllables, where the accent-marks do not serve to indicate it; thus:—jus' ti-fi''a-ble (a word of five syllables, with the main accent on the first syllable and a minor accent on the third; the word, outside the dictionary, would be printed or written solid: justifiable).

## H

To indicate a real hyphen, the Webster dictionaries use a long, heavy hyphen, and the Standard dictionaries use a double hyphen; thus:—in the Webster manner, fa' ther-in-law" and to-mor' row; in the Standard manner, fa' ther-in-law" and to-mor' row—(these words being printed or written, outside the dictionary, as compound: father-in-law, to-morrow).

## LESSON 42

Nouns, long paired, are written solid.

bedside	daylight	breastwork
seaside	moonlight	earthwork
seashore	sunlight	stonework
bloodshed	sunrise	woodwork
bridegroom	moonrise	shipwreck
cavalryman	sunshine	seaport
roommate	moonshine	battleship
classmate	sunset	airship
schoolmate	deathblow	railroad
schoolroom	drawbridge	football
courtyard	trapdoor	baseball
graveyard	fireplace	basketball
crossbow	footprint	lamplight
crossroads	footstep	firelight
skylight	footlight	firefly
newspaper	horseback	toothache
headmaster	boardwalk	beefsteak

## LESSON 43

## A

Use a hyphen in place of *and*, in numbers: forty-four, seventeen, twenty-one, one hundred and sixty-two.

## B

Use the hyphen when putting separate words together to form a single adjective.

The blood-red sun.

An old-fashioned house.

An up-to-date store.

A hand-to-hand fight.

They fought hand to hand.

## C

Use a hyphen after the prefix *self-*: self-control, self-assertion.

## LESSON 44

When in doubt as to the correct vowel in a word, think of a related word in which the doubtful vowel is accented; the pronunciation of the vowel will identify the vowel.

Example:—Suppose you are in doubt as to whether the correct spelling is *preparitory* or *preparatory*. Think of the related word *preparation*, in which the vowel that you were in doubt about is accented and therefore plainly pronounced. The pronunciation shows it to be *a*; therefore *a* is the correct vowel in *preparatory*.

*Exercise*

Apply the foregoing rule in the following cases:

origin or orogin?

defanite or definite?

definate or definite?

despair or dispair?

prophecy or prophisy?

competition or compitition?

transative or transitive?

polatics or politics?



relative or reletive?  
 solemn or solomn?  
 posative or positive?  
 custady or custody?

## LESSON 45

The following words are misspelled by those who mispronounce them. Spell and pronounce them, syllable by syllable.

aeroplane (a-er-o)	mechanically (ic-al-ly)
arctic (rc)	miniature (ia)
athlete (thl)	perform (per)
athletic (thl)	perhaps (per)
candidate (did)	politically (ic-al-ly)
chimney (mn)	practically (ic-al-ly)
disastrous (tr)	principally (ip-al-ly)
entrance (tr)	probably (ably)
formerly (form-er-ly)	prominent (in-ent)
formally (form-al-ly)	quite (ite)
finely (fine-ly)	quiet (i-et)
finally (fin-al-ly)	remembrance (br; a)
government (nm)	sacrilegious (eg)
heroically (ic-al-ly)	secretary (cre; ar)
identically (ic-al-ly)	sophomore (om)
laboratory (ora)	undoubtedly (ed-ly)

## LESSON 46

## WORDS OFTEN CONFUSED

advice (noun)	affect (dampness affects the lungs)
advise (verb)	effect (dampness produces an effect on the lungs)
practice (noun)	aisle (of a church)
practise (verb)	isle (island)
prophecy (noun)	
prophecy (verb)	

allowed (permitted)	altar (of a church)
aloud (out loud)	alter (change)
all ready (they were all ready)	angel (in heaven)
already (they had already arrived)	angle (of 45 degrees)
	author (writer)
	Arthur (legendary king)

### LESSON 47

#### WORDS OFTEN CONFUSED

beat (strike)	capital (all other meanings)
beet (vegetable)	choose (present tense)
berth (bed)	chose (past tense)
birth (being born)	clothes (suit of clothes)
brake (to stop a car)	cloths (washcloths)
break (into pieces)	coarse (coarse sand)
Britain (England)	course (course of studies; of course; recourse; golf-course)
Briton (Englishman)	compliment (praise)
born (Lincoln was born in 1809)	complement (of a verb)
borne (carried)	
capitol (building)	

### LESSON 48

#### WORDS OFTEN CONFUSED

costume (dress)	Ernest (a proper name)
custom (habitual course of action)	fair (just, sale)
counsel (advise, advice)	fare (car fare)
council (assembly)	fourth (4th)
consul (Roman official)	forth (out)
currant (berry)	horde (a horde of savages)
current (of electricity)	hoard (store)
earnest (serious)	idle (lazy)
	idol (image)

lead (he leads the procession)	lead (lead pencil)
led (he led the procession)	lessen (decrease)
	lesson (in arithmetic)

## LESSON 49

## WORDS OFTEN CONFUSED

loose (unfastened)	plain (clear; unornamented; prairie)
lose (mislay)	plane (flat surface, carpenter's tool)
loss (noun)	principle (rule, theory)
mantel (mantelpiece)	principal (all other meanings)
mantle (cloak)	road (highway)
of (of course)	rode (he rode a horse)
off (his hat blew off)	sight (act of seeing)
passed (he passed the house)	site (location)
past (all other meanings)	cite (quote)
peace (after war)	
piece (portion)	
precede (go before)	{ Only three verbs end in <i>-ceed</i> : exceed, proceed, succeed. All others, in <i>-cede</i> .
proceed (go forward)	

## LESSON 50

## WORDS OFTEN CONFUSED

shone (the sun shone)	taught (instructed)
shown (he wants to be shown)	taut (tight)
stationary (not moving)	their (of them)
stationery (writing materials)	there (in that place)
straight (not crooked)	threw (he threw the ball)
strait (Straits of Dover)	through (he looked through the door)

to (he stepped to the win- dow)	weather (hot weather)
too (too bad)	whether (ask him whether he wishes to go)
two (2)	which (which do you want?)
wear (wear your old shoes)	witch (enchantress)
ware (chinaware)	

## PART II: THREE HUNDRED TROUBLE-MAKERS

(a) All these words are frequently used by students of high-school age.

(b) The average misspeller misspells the same words over and over again.

(c) Resolve to learn these words for life.

(d) Each of these words has some particular point where the whole difficulty lies.

(e) Master that point.

(f) Whenever that point is covered by one of the preceding lessons, the number of the lesson is given in parentheses. See if you can give the general drift of the rule before you look it up. If no rule applies, the difficult point is given.

## LESSON 51

all right (no other spelling)	occurrence (35, 15)
believe (16)	possess ( <i>ss</i> , <i>ss</i> )
busy, business (2)	principle (rule, law, upright- ness)
generally (26)	principal (all other meanings)
independent (three <i>e</i> 's)	really (26)
immediately (34, 11)	receive (16)
its (of it) (6)	sense ( <i>se+n+se</i> )
it's (it is) (8)	separate ( <i>par</i> )
laid (3)	together (a solid word)
lead (pencil)	until (one <i>l</i> )
lead (verb, present)	without (41 C)
led (verb, past)	
occasionally (35, 26)	

## LESSON 52

another (41 A)	height ( <i>ei</i> ; no <i>th</i> )
anybody (41 E)	necessary ( <i>c, ss</i> )
anything (41 E)	unnecessary (30) ( <i>c, ss</i> )
anywhere (41 E)	necessity ( <i>c, ss</i> )
any one (41 F)	omit (one <i>m</i> )
coming (9)	paid (3)
completely (11)	proceed (49)
conscious (40)	similar ( <i>a</i> between <i>l</i> and <i>r</i> )
enemy (two <i>e</i> 's)	stopped (12)
etc. (et cetera) (.)	studying (2)
extremely (11)	surprise ( <i>sur</i> )
friend ( <i>ie</i> )	usually (26)

## LESSON 53

account (31)	everywhere (41 E)
affect (to influence) (31)	every one (41 F)
effect (a result) (33)	expense ( <i>se</i> )
applies (31, 1)	laid, paid, said (3)
approach (31)	lying, dying (3)
arrange (31)	lose (mislay)
attempt (31)	modifies ( <i>dif</i> ) (1)
beginning (13)	opportunity (35, 27)
comparatively ( <i>rat</i> ) (11)	precede (49)
commit, committee (15)	therefore (each syllable ends in <i>e</i> )
don't (8)	truly (silent <i>e</i> dropped, con- trary to rule)
everybody (41 E)	
everything (41 E)	

## LESSON 54

acquaintance (31 C)	accurate (31)
already (already gone)	affair, affairs (no <i>e</i> )
all ready (all ready to go)	apparent (31) (one <i>r</i> )
accommodate (32)	course (47)

existence (33, 22)	nothing (41 E)
fourth (of July)	nowhere (41 E)
forth (out)	no one (41 F)
immense (34)	professor ( <i>f</i> and <i>ss</i> )
itself (41 D)	severely (11)
miscellaneous ( <i>sc</i> ; double <i>l</i> ; <i>e</i> before <i>ous</i> )	succeed (see <i>proceed</i> in 49)
nevertheless (solid word)	surely (11)
nobody (41 E)	there (in that place)
	their (of them)

## LESSON 55

altogether (entirely)	excel, excellent (39)
all together (assembled)	forty-four ( <i>o</i> ; 43; <i>ou</i> )
benefit, beneficial (L. <i>bene</i> , well, + <i>facio</i> , <i>facio</i> , do)	grammar ( <i>ar</i> )
conscientious (40, 23)	modifying (2)
decide (37)	participle, participial (24)
definitely (37; L. <i>finis</i> , end)	somebody (41 E)
describe, description (37)	something (41 E)
desirable (37, 9)	somewhere (41 E)
despair (37)	some one (41 F)
despise (37)	village ( <i>villa</i> : <i>a</i> after double <i>l</i> )
doesn't (8)	villain ( <i>villa</i> : <i>a</i> after double <i>l</i> )
	weird ( <i>ei</i> )

## LESSON 56

across (29, 41 C)	genius (Latin noun-ending, <i>-us</i> )
agreeable ( <i>ee</i> )	loss (noun)
among (41 C)	murder, murderer ( <i>ur</i> , <i>er</i> , <i>er</i> )
amount (one <i>m</i> )	origin, original (44)
apartment (one <i>p</i> )	probable, probably ( <i>able</i> , <i>ably</i> )
around (29)	prove (one <i>o</i> )
arouse (29)	pursue, pursuit (two <i>u</i> 's)
clothes (suit)	relieve (16)
choose (present)	toward (solid word)
chose (past)	tries (1)

## LESSON 57

desperate ( <i>sper</i> )	precede (49)
doctor ( <i>or</i> )	repetition ( <i>pet</i> )
exhausted ( <i>h</i> )	safety (11)
exhilarate ( <i>hil</i> )	seize ( <i>ei</i> )
fundamental ( <i>am</i> )	speech ( <i>ee</i> )
guard ( <i>gu</i> )	stretch ( <i>e</i> )
medicine (44)	tendency (two <i>e's</i> )
office, officer ( <i>cer</i> )	upper (14)
prejudge { (L., <i>præ</i> , before, <i>jude</i> x)	valuable (9)
prejudice { <i>judicis</i> , judge)	whose (6)

## LESSON 58

disappearance (37, 31)	entirely ( <i>en</i> ; 11)
difference (37, 22)	explanation (44)
disappoint (37, 31)	fortunately (11)
discussion (37)	noticeable (10)
disgust (37)	operation (one <i>p</i> : L. <i>opus</i> , <i>operis</i> )
disease (37)	outrageous (10)
divide (37: <i>di-</i> for <i>dis-</i> )	parallel ( <i>ll</i> and <i>l</i> )
dilapidated (37: <i>di-</i> for <i>dis-</i> )	relate, relative (44)
embarrass ( <i>rr</i> and <i>ss</i> )	speak ( <i>ea</i> )
emerge ( <i>e</i> +merge)	
enormous ( <i>e</i> ; 23)	

## LESSON 59

adjectival (9)	forest (one <i>r</i> )
adjoin (31)	minute (both meanings)
antecedent (37, 22)	omit, omission (one <i>m</i> ; <i>ss</i> )
argument (silent <i>e</i> dropped, contrary to rule)	perceive (16)
athletic (45)	perform (37)
convenient (22)	perhaps (37)
	piece (portion)

readily (2)	useful (11, 25)
referring (13)	visitor ( <i>or</i> )
scene ( <i>sc</i> )	weather (noun)
tragic, tragedy ( <i>ag; ed</i> )	whether (conj.)

## LESSON 60

author, authority (46)	interrogative (37, 44)
awkward ( <i>wkw</i> )	interrupt (37)
collect (32)	loose (unfastened)
critic, criticism ( <i>c</i> becomes soft before <i>e, i,</i> and <i>y</i> )	lovely (11)
glimpse ( <i>pse</i> )	modifier (2)
glorious (23 C)	organ, organize (44)
finite (L. <i>finis</i> , end: two <i>i's</i> )	preparation, preparatory (44)
infinite (ditto; 34)	physical (physic +al)
infinitely (ditto; 11)	remembrance (an <i>e</i> lost)
infinitive (ditto)	scarcely (11)
definite (ditto; 37)	sometimes (once in a while)
definitely (ditto; 11)	some time (at some time)
define, definition (ditto)	source ( <i>ce</i> )

## LESSON 61

awful (silent <i>e</i> dropped, con- trary to rule)	holiday ( <i>holy day</i> : 2)
breath (noun)	knowledge ( <i>know, dg</i> )
breathe (verb)	leisure ( <i>ei</i> )
careful (11, 25)	lovable (9)
conquer ( <i>qu, e</i> )	modern (one <i>d</i> ; <i>ern</i> )
conscience (40)	poison (one <i>s</i> ; <i>on</i> )
corner ( <i>rn, er</i> )	rapid (one <i>p</i> )
especially (26)	stationary (not moving)
good-bye (hyphen; <i>e</i> )	stationery (writing materials)
hindrance (an <i>e</i> lost)	throughout (41 C)
	waste (waste time)



## LESSON 62

born (brought into the world)	old-fashioned (Chap. V, sec. 124)
borne (carried)	pastime (one <i>s</i> )
control (39)	prophet, prophetic (44)
curriculum ( <i>rr</i> )	prophecy (noun) (44)
disciple (40)	prophecy (verb) (44)
discipline (40)	neighbor (17)
fiery (a freak spelling)	religious (23 B)
foresee (29)	unanimous (23 A)
lightning (flash) (an <i>e</i> lost)	welfare (one <i>l</i> )
liquid, liquor ( <i>qu; or</i> )	wonderful (25)

echo, echoes

hero, heroes

mosquito, mosquitoes

potato, potatoes

tomato, tomatoes

{	R e m e m b e r
	these words
	together for
	s i n g u l a r
	and plural
	forms.

## LESSON 63

ascent (up) (40)	pleasant (9; <i>-ant</i> )
descent (down) (40)	position (one <i>s</i> : L. <i>positus</i> , placed)
adviser ( <i>er</i> )	practical, practically (24, 26)
character ( <i>ch; ac; er</i> )	propeller (13; <i>er</i> )
financial ( <i>c</i> in <i>finance</i> )	quarter ( <i>quart</i> )
image (one <i>m</i> )	straight (not crooked)
imagine (from <i>image</i> )	strait (of Dover)
imaginary (from <i>imagine</i> )	thousand ( <i>and</i> )
lawyer ( <i>y</i> )	tournament ( <i>na</i> )
meant ( <i>ea</i> )	undoubted { ( <i>un+doubt+ed</i> )
motor (two <i>o's</i> )	undoubtedly { ( <i>+ly</i> )
o'clock (8)	
pavilion (one <i>l</i> )	

## LESSON 64

assent (yes) (31)	nervous (9, 23)
dissent (no) (37)	ninth (an <i>e</i> lost)
alcohol (keep <i>c</i> and <i>h</i> apart)	nominate, nominative (44)
barbarous (no <i>i</i> )	northeast (41 B)
collapse (32)	obedience (22)
council (gathering)	possible, possibility ( <i>ss</i> ; 20,
counsel (advise, advice)	27)
consul (official)	impossible, impossibility (dit-
earnest (serious)	to)
element (three <i>e</i> 's)	people ( <i>eo</i> )
excitement (33, 11)	profit (one <i>f</i> : L. <i>pro</i> , forward,
firing (9)	<i>facere</i> , do)
mountainous ( <i>ain</i> ; 23)	

## LESSON 65

career (single <i>r</i> )	magnificent ( <i>ce</i> )
science (40)	mattress ( <i>tt</i> , <i>ss</i> )
scientific (40)	miniature ( <i>ia</i> ; 45)
community (32)	monstrous (an <i>e</i> lost)
coolly (24)	morn (early part of day)
ordinary ( <i>din</i> : L. <i>ordo, ordinis</i> ,	mourn (grieve)
rank)	nineteen, ninety (11)
extra, extraordinary (ditto)	privilege ( <i>privus</i> , private, <i>lex</i> ,
forehead (29)	<i>legis</i> , law)
foremost (29)	rhyme ( <i>rh</i> ; <i>y</i> )
glisten (silent <i>t</i> )	rhythm ( <i>rh</i> ; <i>y</i> ; <i>th</i> )
labor, laborer ( <i>or</i> ; <i>or</i> , <i>er</i> )	salary (two <i>a</i> 's)

## APPENDIX 12

### EXERCISES

#### SYNOPSIS OF THE EXERCISES

Unity: Sentence unity, 1.

Orderliness and Proportion: Narrative outline, 2; descriptive, 3; expository, 4.

Clearness: Transitional topic-sentences to find, 5; to compose, 6; sentence transition to find, 7; to supply, 8; misplaced *only*, *every*, etc., and split infinitives, 9; misplaced modifiers, easy problems, 10; difficult, 11; reference of pronouns, 12; reference of pronouns in dialogue, 13; repeated prepositions, 14; dangling expressions, 15.

Grammatical Correctness: Incomplete sentences, 16; number, 17; case, except infinitives, 18; including infinitives, 19; correlatives, 20; *lie*, *lay*, 21; principal parts of verbs, 22; *shall* and *will*, 23; tense sequence, 24; *like*, 25; *like*, superlatives, subjunctive, compound adjectives, adjective *vs.* adverb, 26; general review of grammatical correctness, 27.

Forcefulness: Subordination in sentences to correct, 28; to compose, 29; subordination in the passage, 30; balance, with correlatives, 31; balance, sentences to correct, 32; to compose, 33; end of the sentence, 34, 35; periodic sentence, 36.

Appropriateness of Wording: Glossary, assignment I, *able* through *crook*, 37; II, *crowd* through *frightful*, 38; III, *funny* through *in condition*, 39; IV, *individual* through *out*, 40; V, *outside* through *scared of*, 41; VI, *show* through *wonderful*, 42; review of glossary, 43; vocabulary-building, 44.

Variety: Sentence-structure, 45, 46; subordination, 47; words, 48.

Smoothness: 49.

Conciseness: 50.

Forms of Discourse: Suspense in narration, 51; choice and order of details in description, 52; method of paragraphing in exposition, 53; rebuttal in argument, 54.

Letters: Business, 55; semiformal, 56; informal, 57; third person, 58.

Versification: Regular scansion, 59; irregular scansion, 60.

Review of Grammar: 61.

Supplementary Rhetorical Principles: Cutting the complicated sentence, 62.

Punctuation: Main clauses (rule 1), 63; subordinate clause preceding (rule 2), 64; participial phrase (rule 3), 65; adjectival clause (rule 4), 66; words kept apart (rule 5), 67; direct discourse (rule 6), 68; conversation (rule 6, notes), 69; vocative (rule 7), 70; appositive (rule 8), 71; parenthetical expression (rule 9), 72; clause within clause (rule 10), 73; series (rule 11), 74; colon (rule 12), 75; capitalization of titles (rule 13), 76; capitalization of proper nouns and proper adjectives (rule 14), 77; capitalization of common nouns in proper names (rule 15), 78; italics (rule 16), 79; review, 80.

*Exercise 1.*—Sentence unity (see sections 5-9). Rewrite each of the following passages, preserving in general the order of the ideas, but grouping the ideas into sentences which possess unity.

1. The Y. M. C. A. building is four stories high and is built of brick. The men's entrance is in the front of the building, and on either side of it is a large light. The boys' entrance is on the side street. The inside is very beautiful. In the lobby there is a fireplace at each end of the room. The clerk's desk is along one side. Then there are tables on which are all the latest magazines. Behind the lobby is the billiard room. Two pool tables are here, and one billiard table.

2. Behind the billiard room is the gymnasium. This room is equipped with the latest apparatus. Adjoining on the left is the swimming pool. The pool is sixty feet long and is lined with tile. It is twenty-two feet wide. The bowling alleys are in the basement, and in the rear of them is the boiler room. In this room are four boilers, which are used to heat the building and the water for the swimming pool. The furnaces that heat the boilers are designed to give the maximum heat at a minimum consumption of coal.

3. In the spring of 1918 the situation of the Allies on the western front was a very dangerous one, for on March 21 the Germans launched a terrific drive at Amiens, which is of great importance because it is the hub of many railroads, which spread out in all directions, and a railroad system like this is a great aid to the armies since it keeps them constantly supplied with food, ammunition, and men, and therefore the French hung doggedly on, and retreated systematically before the great masses of Germans, who sacrificed brigade after brigade to no avail, for the French stopped them just two miles from Amiens.

4. Soon after their drive towards Amiens in the spring of 1918 the Germans switched their attack to the Ypres sector, where the English and Canadians were stationed, for it was the German intention now to strike directly for Dunkirk, Calais, and the British Channel, and the Germans won their way to Mount Kemmel by appalling sacrifices, but the Anglo-Canadians held on with superb gallantry, though they were tremendously outnumbered, and at last Marshal Haig asked his men to die rather than give way another mile, and they held.

5. The third and last great offensive launched by the Germans in 1918 was against the French between Soissons and Rheims, with the object of capturing Rheims and then reaching the Marne, where their salient would point directly toward Paris, which is only forty-five miles away, but the French re-

treated slowly and inflicted great losses on the enemy, and succeeded in holding Rheims, but they lost considerable ground in the center, and in fact at some points were driven south of the Marne, but their line was not broken, and at last the German drive came to a halt, and this was largely because the Germans had not been able to widen their salient enough to give themselves room to move.

6. As the trap jolted over the road toward our summer retreat, I suddenly looked up at Arabella, who was perched on the driver's seat, and mutely begged for the privilege of saying a few kind words, for when Arabella drives she drives with all her heart and soul, and there had been times when my conversation had caused her to pull the wrong rein, an event which had always filled me with gratification and delight until that fatal day when she spilled both of us out into the blackberry bushes.

7. *A Tempest in a Teapot* is a play in four acts and was written by J. A. Percy. The first act is very exciting, but the rest of the play is rather dull in my opinion. The second act contains a certain amount of action, and leads the audience to expect great things to come, but they are disappointed. An interesting incident in the second act, which arouses the expectation of the audience, is Mrs. LeBlanc's conversation with Alfred; the fourth act is the worst of all. The fourth act contains only one really dramatic incident, and that is over almost as soon as it begins.

8. It had a beautiful outlook, and we thought it would make a good camping ground. The view commanded an extensive prospect of the lake, and the ground under foot was smooth and grassy. The ground was also gently sloping, insuring us against puddles during the rainstorms which are so frequent in July. As for shelter, there was behind us the mountain to protect us from the hot western sun and from the thunder-showers also, and these three advantages of view,

ground, and shelter were strong recommendations; we had certainly found, we thought, a good site for our camp.

9. It was just at the time of the grape harvest, and a fox stole into a vineyard, and the grapes were sunny and ripe, and they were high up on a trellis in a tempting show, and he made jumps at the luscious prize, and he failed in all his attempts, and at last he gave up his efforts, and muttered, "Well, what does it matter? The grapes are sour!"

10. A dog had stolen a piece of meat out of a butcher's shop; he was on his way home; he was crossing a brook by a plank; he saw his own reflection in the water; he thought it was another dog with another piece of meat; he resolved to get possession of that also; he snapped at the supposed treasure; he dropped the real meat into the water; thus he lost all.

11. A shepherd boy tended his flocks not far from a village. He used to amuse himself at times by crying out, "Wolf! wolf!" Twice or thrice the trick succeeded. The whole village ran to his assistance. All they got was to be laughed at for their pains. At last one day the wolf came indeed. The boy cried out in earnest. But the villagers paid no heed. They supposed him to be at his old sport. The wolf devoured the sheep.

12. A dog made his bed in a manger. He snarled and growled to keep the horses from their provender. "See," said one of the horses, "what a miserable cur! He cannot eat oats himself. He will not allow those to eat oats who can."

13. A certain man had the good fortune to possess a wonderful goose. This goose laid him a golden egg every day. But he grew dissatisfied with so slow an income. He resolved to seize the whole treasure at once. He killed and cut her open and found no eggs at all.

14. A wolf once upon a time resolved to disguise himself. He thought that he could thus gain an easier livelihood. He

therefore clothed himself in a sheep's skin, and contrived to get among a flock of sheep, and feed along with them. Even the shepherd was deceived. Night came on, and the fold was closed, and the wolf was shut up with the sheep, but the shepherd wanted some meat for his supper. He entered the fold for a sheep, and mistook the wolf for one, and slaughtered him on the spot.

15. A hare jeered at a tortoise for the slowness of his pace, and he laughed and replied that he would race against her any day she should name. It was agreed that they should start at once, and the tortoise set off and jogged along. He never stopped a moment but continued his usual steady pace, but the hare treated the whole matter very lightly. She said she would take a nap first and then overtake the tortoise, and meanwhile the tortoise plodded on. The hare overslept herself, and she ran swiftly to the goal, but the tortoise had got in before her.

16. Brutus shows his high motives in many places in the play; take, for instance, the scene in his garden. In that scene he refuses to consent to the assassination of all his opponents; and he wished to have only Cæsar put out of the way. He really believed Cæsar was a menace to Rome; Cassius wanted Antony killed, too, but Brutus would not hear of it. He said they must not appear like butchers. Besides, he said, Antony would be powerless when the support of Cæsar was removed.

17. About five o'clock we came to a very steep hill, and it was the first really steep hill we had encountered, and my brother was not prepared for it, and as a result, when we were halfway up it, our rear wheels sank down in the sand, and the motor stalled. My brother had the presence of mind to apply the emergency brake. Otherwise we should have backed down again, and this was the only incident of the day, and we urged the car on persistently and reached Ottawa in time for dinner.



18. The trumpets blew, and the two parties dashed forward, and they met in the middle of the field. The crash could be heard a long distance, and Lancelot waited; he wished to see which side was the weaker. Then he joined it, and he did great deeds of valor; he overthrew everybody he met, and at last his kinsmen were angered. They did not know he was Lancelot. They did not like to see Lancelot's deeds outdone. They therefore charged down upon him all together, and his horse was wounded and thrown down. Lancelot was wounded in the side by a lance; the lance-head snapped off and remained in his side.

19. The old man struggled feebly—but the Saracens tore his upper garment from him—they were proceeding to disrobe him totally—at this moment they heard a bugle—its sound penetrated even to the dungeon where they were—it was sounded twice—evidently outside the castle—immediately afterwards they heard loud voices—the voices called for Front-de-Bœuf—he feared to be found torturing Isaac—he ordered the Saracens to stop their preparations—he left the dungeon.

20. The travelers had now reached the verge of the wooded country—they were about to plunge into its dark recesses—the forest was full of outlaws—so reports said—the robbers were bold and desperate—easily defied the feeble police of the period—Cedric's party numbered only a dozen fighters—but he was a Saxon and kind to the poor—therefore he thought he would not be molested.

21. Cedric was seated in equal rank with his countrymen—but he seemed to act as chief of the assembly—Richard now entered—Cedric of course knew him merely as the Black Knight—he rose—welcomed him—offered him a goblet—the King returned appropriate greeting—he was no stranger to the customs of his Saxon subjects—he took the cup—drank Cedric's health—bowed to the company.

22. The introductory ceremony was now over. Cedric

arose. He took Richard by the hand and conducted him to the chapel, which was small and rude and scooped out of the thicknesses of the wall, and Athelstane's coffin was before the altar. It was covered by a pall, and six priests were in constant attendance. They renewed the candles. They prayed for the eternal welfare of the dead man's soul.

23. Their pious visit to the funeral chamber was now over. Cedric motioned Richard to follow him. He glided noiselessly over the stone floor, and ascended a few steps, and opened the door of a room next the chapel, and the hallway was much darker than the room. Gradually they grew accustomed to the light, and they perceived an aged dame. She was sitting by the window. Her hands were clasped in her lap, and her face was set, and she was the dead Athelstane's mother.

24. The witnesses told their stories with gross exaggerations, and uneducated people usually do this. They added impossible details of Rebecca's magical powers, and this was not strange. It was in the Middle Ages, the twelfth century in fact. People were very superstitious then, and the judges believed the stories, and Rebecca remained calm. She steadfastly denied the charges, and at the end of the trial she demanded the right to be defended by a champion. This right even the Grand Master could not refuse.

25. At last Ivanhoe regained his senses. He was in bed, and he pulled aside the curtains, and the room was furnished luxuriously. The carpets and hangings were of the richest quality. Cushions took the place of chairs. In fact all the furnishings were in the Oriental style, and he was a good deal confused. He thought himself mysteriously transported back to Palestine again, and then Rebecca entered. She explained in a few words how matters stood. He had been wounded in the tourney. She had taken him in her litter to her father's house in Ashby.

26. He feared she would be corrupted by the court and kept her close at home. He let her attend only one of the

grand balls at the palace; in fact he was altogether too anxious about the safety of her morals. He ought to have been more anxious about the safety of his own, as later events amply proved. For while, during many a long evening, she was sitting dutifully by the domestic fireside, he was away at the palace, enjoying the gayety. This state of affairs continued for a long time, until at last she began to hate him, and she could hardly be blamed for her feelings.

27. He is quicker and more capable than his rivals, and he is sure to get the best of them. Nobody doubts he will get the best of them, but we ought to ask ourselves whether he deserves to do so. His platform-presence, which always counts a great deal with the ordinary voter, is excellent, and in this fact we have another reason for his likelihood of success. If he were to be judged only by his looks and his voice, his chances of winning would, I believe, be absolutely certain. But his speeches are not nearly so convincing after they appear in print, and thoughtful voters will wish to read his speeches as well as hear them.

28. The foundry is a one-story building of brick, and projecting above the roof is a huge chimney. The chimney is said to be the second tallest in the United States, and some of the large castings for the Panama Canal locks were made in this foundry. As the war in Europe has increased the demand for military supplies, the foundry has recently been converted into a munitions factory. Prices for munitions of war are very high, and it is said the owners of the foundry have made a great deal of money. They are turning out 7,500 shrapnel shells every day, a very large number for a plant of comparatively small size.

29. I did not want the paper at all, but, wanting to please the editor, I subscribed. Life is full of such compromises: you do many things against your wish, but you do them for the sake of friendship. If a man were to spend his money on nothing except absolute necessities, he would end his life,

I suppose, a richer but a lonelier man. I question whether it is worth while to be rich at the sacrifice of friendship, and at any rate I resolved to pay my money and keep my friend. With these lofty thoughts running through my mind, I paid the editor, at what was a real sacrifice on my part; but, instead of even so much as thanking me, he asked me to take out a double subscription, and because I refused he has never spoken to me since:—that is the reward of virtue.

30. Nowhere in the East is there grander scenery than between Lake Placid and my home, a fact I discovered on my trip last summer, from July 22 to 24, under ideal weather conditions. But my purpose is not to describe the scenery of the region through which I passed, but rather an odd occurrence on my trip. I had a number of curious experiences on the way; the one I am about to relate happened to me on the second day of my journey. My curious experiences were due chiefly to the fact that my route lay along roads far removed from civilization. About eleven o'clock in the morning of the second day of my journey, I came suddenly upon an umbrella and a pair of rubber boots piled neatly together in the middle of the road. This sight struck me as so extraordinary that I stopped to get a closer view of them and to see whether I could discover any clue to the reason for their being there. I could make nothing of the mystery; but at this moment a barefoot man with a long beard stepped out of the woods.

31. When the mayor learned that detectives were looking for a man of this name, he had the suspected man brought to his office. A large reward had been offered for the discovery of the man whom the detectives were seeking; this greatly interested the mayor. He was interested because he felt no doubt in his own mind that the fugitive criminal and the mysterious caller were one and the same person. When the suspicious stranger came in, he was immediately asked whether he was not the notorious murderer, Morgan, a question very

foolish to ask. This foolish question naturally put the man on his guard, and he naturally answered that he was not. He told a very pathetic story of how he had lost his job and had almost starved, and while he was in the midst of his story the detectives came in. They had been summoned by telephone from their hotel, but when they arrived they could not identify the man.

32. When it had been decided to take him to the governor, he was put on board the first train leaving the city that morning. He had asserted that he was one of the governor's intimate friends. He was of course guarded by some plainclothes men, and also accompanied by a number of reporters. The reporters came because the affair was almost sure to end in a great sensation. An expert reporter has a keen scent for possible scandals. That is why there were so many reporters on the train; the whole party, prisoner, detectives, and newspaper men, got off at the state capital. The governor, who luckily was in town, did not seem to be so glad to see the prisoner as the prisoner had seemed to expect.

33. No one perfectly sane would have behaved himself before her as he did. His hair was disheveled, his clothes were awry, and his whole manner lacked its customary courtesy and elegance. In spite of his ordinarily keen mind, he seemed unable to fix his attention on any single topic of conversation. He called her many hard names, but he spoke a long time before she began to weep. It was truly a most pitiable sight, for she felt very badly; her heart was, in fact, broken. Besides all this he made some insulting remarks about her father. He even went so far as to accuse her father of spying on him.

34. I have recently read Stevenson's exciting sea-story of *Treasure Island*. I was especially impressed by the interest of the first few chapters. Stevenson begins at once to tell his story, and I cannot recall any other author who begins with such promptness. In fact I have seldom been interested by the opening chapters of a novel. I have generally had to

read halfway through a book before the plot really gripped me, but *Treasure Island* is different. It is superior in this respect, and in other respects also, to any other novel I know. I imagine Stevenson studied carefully the methods of earlier novelists, and took pains to profit by their mistakes.

*Exercise 2.*—Narrative outline (see sections 11-31, especially 14). Compose an outline for a narrative theme of about 400 words. Subjects are suggested in Appendix 16. The theme itself will not be written; you may therefore feel free to choose a subject and to invent details about which you would not necessarily have very much to say. Imitate in general the model outline in chapter 2, but do not copy it too closely. As often as this exercise is reassigned, choose a different subject.

*Exercise 3.*—Descriptive outline (see sections 11-31, especially 15). Compose an outline for a descriptive theme of about 400 words. Follow the directions in exercise 2.

*Exercise 4.*—Expository outline (see sections 11-31, especially 16). Compose an outline for an expository theme of about 400 words. Follow the directions in exercise 2.

*Exercise 5.*—Topic sentences and transition (see sections 35-55). Find, in a book, or in a well-written article in a magazine or newspaper, a series of paragraphs introduced by good transitional topic-sentences. Bring the book, magazine, or newspaper to class, prepared to point out the topic-stating and transitional expressions. Avoid narrative or conversation.

*Exercise 6.*—Transitional topic sentences (see sections 35-55). Compose a theme-topic-sentence and transitional paragraph-topic-sentences for each of the following themes:

NARRATION. 1. In the Path of the Flood: 1st paragraph,

the picnic on the river-bank; 2nd par., the breaking of the huge dam; 3rd par., escape to the roof of the barn; 4th par., the voyage of the barn; 5th par., the rescue. 2. Getting Rid of a Bore: 1st paragraph, a call by the talkative Mr. Blank; 2nd par., first attempt—"It looks like rain!" 3rd par., next attempt—"Wouldn't you like to ride in to town with us in the auto?" 4th par., final and successful attempt. 3. The Prize Drill: 1st paragraph, the importance of the occasion; 2nd par., drill by Company A; 3rd par., drill by Company B; 4th par., drill by my company (C); 5th par., announcement of the award. 4. An Air Trip: 1st paragraph, a chance to fly; 2nd par., first sensations in the air; 3rd par., the stopping of the motors; 4th par., land at last! 5. Rocks! 1st paragraph, a cloudless afternoon off the coast; 2nd par., the coming of the wind storm; 3rd par., the run before the wind; 4th par., rocks! 5th par., rescue. 6. A Story Told by an Umbrella: 1st paragraph, negligence of my owner; 2nd par., the absent-minded professor; 3rd par., the unscrupulous book-agent; 4th par., the chance encounter in the street; 5th par., a sudden gust of wind. 7. Lost in the Woods: 1st paragraph, our expedition; 2nd par., a wilful tenderfoot; 3rd par., the alarm; 4th par., the search and rescue; 5th par., the tenderfoot's story. 8. A Modern Miracle: 1st paragraph, my first visit to the mind-reader; 2nd par., my preparations; 3rd par., my next visit; 4th par., the mind-reader's departure from town. 9. On the Trail of a Spy: 1st paragraph, the suspicious neighbor; 2nd par., my failure to interest the local police; 3rd par., carefully laid plans; 4th par., the midnight raid; 5th par., my apologies. 10. All is Fair in Love and War: 1st paragraph, my hatred of my rival; 2nd par., our meeting at the house of the Fair Lady; 3rd par., my plot; 4th par., the boating excursion; 5th par., a surprise.

DESCRIPTION. 11. A Country Railway Station: 1st paragraph, the loafers on the platform; 2nd par., the station-agent; 3rd par., the waiting room; 4th par., contents of the

baggage room. 12. A Summer Storm: 1st paragraph, the rising bank of clouds; 2nd par., the wind and dust; 3rd par., thunder and lightning; 4th par., rain; 5th par., sunshine on the wet earth. 13. An Iceberg: 1st paragraph, cold and fog; 2nd par., vast size; 3rd par., fantastic shape; 4th par., rainbow colors; 5th par., a glittering peril. 14. A Crowd in a Panic: 1st paragraph, a nervous woman; 2nd par., the contagion of fear; 3rd par., faces; 4th par., a cowardly man; 5th par., a calm, brave man. 15. A Snowflake Magnified: 1st paragraph, starlike shapes; 2nd par., infinite variety; 3rd par., crystal purity. 16. On a Street Car: 1st paragraph, the irritable conductor; 2nd par., the women with market-baskets; 3rd par., the suitcases in the aisle; 4th par., garlic; 5th par., strap-hangers. 17. The Ice Palace at St. Petersburg: 1st paragraph, an invitation from a grand duke; 2nd par., the situation; 3rd par., the exterior architecture; 4th par., the gorgeous interior; 5th par., illumination at night. 18. Stevedores: 1st paragraph, activity; 2nd par., old rags; 3rd par., quaint songs; 4th par., the face of the one I talked to. 19. Chinatown: 1st paragraph, the streets; 2nd par., faces; 3rd par., smells; 4th par., an opium den; 5th par., what ought to be done about it. 20. Refugees: 1st paragraph, the burning of San Francisco; 2nd par., an old woman; 3rd par., a wealthy banker; 4th par., a parted family; 5th par., a plunderer; 6th par., a tramp.

EXPOSITION. 21. How to Make a Model Airplane: 1st paragraph, materials; 2nd par., wings; 3rd par., body and tail; 4th par., propellers; 5th par., rubber-band motive power; 6th par., the trial flight. 22. How to Cut Down a Large Tree in a City Street: 1st paragraph, apparatus required; 2nd par., rigging the tackle; 3rd par., the small branches; 4th par., the main branches; 5th par., the trunk; 6th par., removal of the debris. 23. The Operation of a Fountain Pen: 1st paragraph, the reservoir in the barrel; 2nd par., the duct leading to the nibs; 3rd par., what makes the ink flow through the



duct; 4th par., a self-filling pen. 24. Volcanoes: 1st paragraph, types of volcanoes; 2nd par., connection with subterranean heat; 3rd par., cause of explosions; 4th par., destructiveness of eruptions; 5th par., formation of volcanic rock. 25. An Ideal Football Captain: 1st paragraph, ability in the game; 2nd par., courage in the game; 3rd par., popularity and leadership; 4th par., strength of character. 26. Obstacles to Self-government in Mexico: 1st paragraph, ignorance among the masses; 2nd par., sparseness of population; 3rd par., deadening effect of tropical climate; 4th par., lawlessness of the half breeds; 5th par., corruption of the politicians. 27. Are Examinations Fair? 1st paragraph, an inducement to "cram"; 2nd par., a premium on mere memory; 3rd par., a temptation to cheat; 4th par., impossibility of adequately representing the whole year's work; 5th par., nervousness of the pupil; 6th par., similarity to the sudden emergencies of real life. 28. Walking as an Exercise: 1st paragraph, benefits to the whole body; 2nd par., suitability for persons of all ages; 3rd par., cheapness as compared with games; 4th par., failure to arouse the interest of competition; 5th par., failure to furnish much exercise in a short time. 29. Playing the Good Samaritan: 1st paragraph, the temptation to feed tramps; 2nd par., other unwise charities; 3rd par., asking the poor to thank you; 4th par., organized charity societies. 30. How to Build a Fire in the Rain: 1st paragraph, how to find dry wood; 2nd par., where to build the fire; 3rd par., how to pile the wood; 4th par., a substitute for paper and kindlings; 5th par., a substitute for matches.

*Exercise 7.*—Sentence transition (see sections 56-57). Find, in a book, or in a well-written article in a magazine or newspaper, a series of six or more sentences well connected by transitional expressions. Avoid sentences containing narrative or conversation. Bring the book, magazine, or newspaper to class, prepared to point out the transitional expressions.

*Exercise 8.*—Sentence transition (see sections 56-57). Supply transitional expressions to connect the sentences of each of the following passages:

1. The hero of the play shows by all his words and actions that he is gentlemanly and refined. He is very considerate of other people. He seems most of the time to be nearly as soft-hearted as a woman. He does not lack manly strength of character when a real need for it arrives. He is an unusual type of stage hero, don't you think?

2. My fever, instead of growing better towards evening, grew worse. I decided it would be wiser to omit my dinner and go to bed at once. After getting into bed I felt so much better that I was half inclined to go downstairs again. I decided to stay in bed and run no risk of a setback.

3. I woke in the middle of the night with a vague feeling of apprehension. I could hear nothing but the mournful sighing of the wind in the branches overhead. A twig snapped. I seemed to hear the heavy stealthy tread of feet outside my tent. A strange snuffling sound, perhaps the sound of a large animal breathing deeply, reached my ears. The sound was too faint for me to distinguish the direction from which it came.

4. The installation of the new machinery enabled the factory to operate with only twenty-five per cent. of its former number of workmen. Three out of every four workmen were discharged. The town was filled with men out of employment. There was a great deal of restlessness, agitation, loafing on street corners, and hard drinking. The police authorities became very anxious, thinking they saw trouble ahead.

5. His manner, as he began to inspect the troops, was cold and distant. When he came to the Guards regiment, his whole demeanor changed to one of warm approval. He showed a certain amount of warm approval when he inspected the Hussars. On reaching the light artillery he was as cold and reserved as he had been at the beginning. The division, taken

as a whole, did not feel they had won their general's esteem.

6. Under unsanitary conditions it is very easy for the disease to spread. The precautions recommended by the city Board of Health should be strictly observed. Any instructions given by the visiting physician should be followed without demur. There is no need for the public to be unduly alarmed, for the health authorities have the situation well in hand. Unless everybody obeys the health rules, the epidemic may possibly get beyond control.

7. The new dog sniffed at the meat. He looked suspiciously at the men. He turned toward the meat again, never forgetting for a moment those strange faces watching him. Just as the men were growing tired of watching him, one of the old dogs sprang in and seized the food. What happened no one could say with exactness. The intruder slunk away with a gash in his neck. He seemed to have lost his appetite and to have gained strong respect for the newcomer.

8. When he died, he left a rather large fortune behind him. The terms of his will were very numerous, complicated, and obscure, in some places even contradictory. There was a long and expensive lawsuit about it. When the case was settled, practically the whole estate had been eaten up in the expenses of the trial. The dead man's sons were compelled to earn money for themselves. This necessity proved a blessing in disguise, for it saved them from the most useless of all careers, that of being a rich man's son.

9. Edmund Burke, as a younger man, had been fired by the ideas of liberty. When the French Revolution broke out, he sympathized with the cause of the French people. He wrote and spoke against the aristocracy which so long had oppressed France, and against the incompetent Louis XVI. The excesses and atrocities which the revolutionists committed during the Reign of Terror completely altered his opinions, and from that time on he was reckoned a conservative with very few liberal leanings. It was during his younger and

more liberal days that he delivered his famous *Speech on the Conciliation of the American Colonies*.

10. Oliver Goldsmith had considerable brilliance and force of mind. It was his misfortune not to display his talents in conversation. Though he could write divinely, he often cut a ridiculous figure when he talked. James Boswell had a low estimation of his talents. Boswell's opinion of Goldsmith has become familiar to us through his famous *Life of Johnson*. We must not put too much faith in Boswell's estimate because Boswell was plainly jealous of Goldsmith's reputation.

*Exercise 9.*—Misplaced modifiers: *only, every, ever, etc.*, and split infinitives (see sections 59-66). Rearrange: 1. The manufacture of pencils is only profitable when conducted on a large scale. 2. The water is allowed to slowly percolate through the several layers of the filter. 3. I only heard from him once after that. 4. On Sundays the library is only open in the afternoon. 5. I never hope to experience such torture again. 6. I only wish to absolutely make sure you understand me. 7. I only want my money back. 8. Do you ever recollect having seen that handwriting before? 9. It only takes from three to five minutes to properly boil an egg. 10. He only succeeded in understanding the chapter after he had read it over three times. 11. The wind did not touch the ship but only seemed to be in the upper air. 12. I had nearly to read the whole book before I guessed what the end would be. 13. The street lamps were so low that they only served to completely blind me. 14. Only at the last moment did he reef sail in order to more safely meet the storm. 15. It is only necessary to always keep the tank full in order to maintain sufficient pressure. 16. It nearly took me half an hour to land the fish. 17. I only advise you against the danger, that you may be on your guard. 18. The pier at the northern end of the bridge is said to be slowly but steadily sinking. 19. The English nearly lost five thousand men.

20. There was so much confusion on account of the darkness that he was able to easily make his escape. 21. Fishermen can only catch sword-fish during certain months. 22. He is not accused of intentional wrong-doing; he is only believed to have always been thoughtless and irresponsible. 23. At eleven o'clock there was light enough to clearly see the second-hand on a watch-dial. 24. Arthur formed a society of knights who swore to do what was right and to always put down the wrong. 25. He only let her attend a single one of the grand balls at the palace. 26. I only understand half of what you say. 27. I had only gone a short distance farther when the strap broke. 28. You will only appreciate this idea when you are older. 29. I only gave you permission to use my name in case of a real emergency. 30. I see no flaws in your arguments; only I feel you must be wrong. 31. He only thought of his duty after it was too late. 32. The prisoner pleaded for mercy as he had only been in jail once before. 33. This accident only cost you a few bruises; the next one may cost you your life. 34. He only whispered one word in my ear. 35. If only I had the money, I would certainly buy that house. 36. I only suppose you are joking; otherwise I should take offense. 37. Are you only thinking of yourself, and forgetting your family? 38. I only counted one lamp in every other block. 39. Brave men only deserve fair ladies. 40. You shall only get what you asked for.

*Exercise 10.*—Misplaced modifiers: easy general problems (see sections 59-66). Rearrange for clearness, not rewording more than necessary: 1. Lost, on a Twenty-third Street electric car: a silk umbrella by a gentleman who will reward the finder with a broken rib and an ivory handle. 2. To be disposed of,—a mail wagon, the property of a gentleman, with removable headpiece, as good as new. 3. How good the flap-jacks smelled! I couldn't wait for the rest of the family to come down to have my share. 4. David Harum sold a horse

that would stand without being hitched to a deacon. 5. Strayed or stolen, from the vicinity of Lake Whitney, a bay mare, with a white star on its forehead, hitched to a small wagon, running part yellow. 6. Wanted, a horse for an elderly lady, of amiable disposition and weighing about nine hundred pounds. 7. A number of repairs are urgently needed, for on account of crowded conditions a good many benches have to be occupied by the pupils with wobbly legs and twisted feet. 8. He blew out his brains after gently bidding his wife good-bye with a shotgun. 9. The missing man was last seen by the policeman who watches the docks at night sound asleep on a pile of lumber. 10. The West End is considerably worked up over the mysterious disappearance from home of Mr. Jenkins, who resides at 45 Williams Street, without the knowledge of his friends and relatives. 11. An elderly woman killed a snake that came into the house with a fire-shovel after the rest of the family had fled. 12. Mrs. Blank met her death last Wednesday evening while cooking her husband's dinner in a shocking manner. 13. I see two houses were struck by lightning in this evening's paper. 14. Then the Moor, seizing a pillow, filled with rage and jealousy, smothered her while she slept. 15. I counted no less than eight shooting-stars, last night, sitting on the back porch of my house. 16. The captain hailed a passing ship clinging to a raft. 17. Wanted, a maid to do light housework and take care of a baby, who is not over sixteen years old. 18. The farmer was digging a well in his straw hat. 19. Who is that man looking for an unoccupied hat-peg on your right side? 20. In the front of the room was a secretary writing at a desk with a Roman nose. 21. To our great surprise we came upon a house walking along this lonely road. 22. She wore a diamond pin in her hair, which she had bought in Paris. 23. The member was ordered to withdraw from the meeting in consequence of being intoxicated by a vote of 37 to 9. 24. For rent: two furnished rooms, each large enough to accom-

moderate two young gentlemen, one above the other. 25. For sale—a large Newfoundland dog; eats anything, fond of children. 26. What put the idea of shooting the gun into your head? 27. I could only hear what the man in front of me was reading with great exertion. 28. The author has pictured the cruel way in which the white men treated the Indians very well. 29. We beached the canoe at the spot where we were going to pitch our camp without mishap. 30. Holmes attempted to save the famous old ship, by writing a poem, which was soon to be blown to pieces. 31. The Commercial Club gave a banquet in honor of Mr. Thompson Clyde, the man who has given so many interesting lectures, in eight courses. 32. The boys entered a large ring filled with enthusiasm and began their mimic prize fight. 33. The minister preached a sermon on sin, which all agreed was very interesting. 34. The burglar regretted the many crimes he had committed when he was in prison. 35. Annual sale now on: don't go elsewhere to be cheated; come here. 36. As the soldiers approached, running rapidly, the enemy retreated down the hill. 37. The order was then given to proceed to one of the captains. 38. The carriage stopped at the gate which led to the back door amid the smiles and titters of the servants. 39. John Keats, the second of four children, like Chaucer and Spenser, was a Londoner. 40. The house was built of small yellow bricks which were brought over from Holland with latticed windows and gable fronts. 41. The fruit-grower asked the judge in indignation for leave to shoot boys who trespassed in his orchards with pepper and salt. 42. The visitor's eye is struck, as he enters the room, with a case of stone arrow-heads. 43. He died of a tropical fever which he had contracted before his return from Borneo at the end of a long and useful life. 44. Scientists may perhaps discover where the ancient Mexicans derived their civilization in the future. 45. Have you returned that book to the shelf of books which you borrowed a month ago? 46. He set off to

find the nearest doctor on horseback at once. 47. The victorious Napoleon returned to Paris after the battle with his staff of officers. 48. The very same gypsies whom I have already mentioned in the next day's march covered a long distance and pitched camp near the town where I was staying on the shore of a lake in the woods. 49. I saw a head sticking out of one of the upper windows which had a turban wrapped round it and fired my revolver at it. 50. When the Black Knight set his back to the tree, seeing the danger he was in, Wamba blew a call for help on the trumpet. 51. With Brutus' good qualities, surmounting all, stands out his lack of political shrewdness. 52. The gallows was erected over the village-fountain forty feet high. 53. Soon all the men-at-arms had been killed, or had escaped, owing to the timely assistance of Locksley. 54. After the healing of Lancelot's wound, on his way back to King Arthur, he stopped at the castle of Astolat. 55. The witness declared he had seen the prisoner alight from the coach which took passengers for the boats plying between Dover and Calais at some time during the night. 56. Instead of challenging one of the lesser knights to the surprise of all he challenged the Templar. 57. She threatened to throw herself at the first sign of his attempting to approach her from the window. 58. We ate the sugar with a spoon right out of the box which we found in it. 59. We were eagerly waiting for the automobile which father had ordered to arrive. 60. Caesar showed himself weak-willed when he refused the crown that Mark Antony offered him three times, more hesitatingly each time. 61. He obtained the armor with which he disguised himself from Elaine's home. 62. The room was dark, and a big pumpkin stood on the table, which had been scooped out. 63. Pretty soon there were two ladies to be seen issuing from the building across the street escorted by a man. 64. The Indians stood in a semicircle decked with feathers and beads with very little clothing on. 65. One of the cowboys took his lasso and caught



a man who was passing around the hat. 66. As for shelter there was the mountain behind our camping ground, which would protect us from the hot western sun. 67. Tell Mary, if she comes to-morrow, I shall not be able to see her. 68. Owing to the increased demand for military supplies recently the foundry has been converted into a munitions factory. 69. There is a large dock along the river front, which is owned by the town. 70. I was taken sick about noon and was only allowed to come downstairs to the party for a few minutes to cut the birthday cake by the doctor. 71. Looking back into the past, the historian is only able to distinctly see two causes for this event. 72. Bassanio, having sworn to abide by the rules of the contest, entered the room which contained the caskets, followed by Portia, Nerissa, and their attendants. 73. He confessed that he remembered to have ingloriously run away. 74. King Arthur is said to have met his death by one old chronicle in the year A. D. 510. 75. As we lay there, huddled together, with feet kicking up the snow, a St. Bernard came leaping towards us. 76. We selected the day on which Governor Watson was to speak, for our trip. 77. Though I could only answer one question, that is better than nothing. 78. Oppression and poverty may be truly said to have absolutely driven these people to despair. 79. Though seated in equal rank among his countrymen, by common consent, Cedric seemed to act as chief of the assembly. 80. The stranger was only known to Cedric as the Knight of the Fetterlock. 81. They could not see the body, which had been laid in the coffin, on account of the funeral cloth that covered it. 82. They could only see the cloth and the altar and the six priests praying that his soul might find everlasting rest in the semi-darkness of the room. 83. After ascending a few steps he opened the door of a room which adjoined the chapel with great caution. 84. Having come out of the dark hallway, they could only see an apparently empty room at first. 85. As their eyes grew used to the light, an aged dame was

perceived at last sitting in a recess. 86. Since, if war broke out, we should immediately need a large supply of ammunition, of course, there would be no time to begin making it afterwards. 87. At present we have only a few supply stations, a small percentage of what we need, according to the statistics. 88. When the war broke out he was a struggling young lawyer in the little town of Bristol, which is situated on the state line, and not doing very well. 89. He at once enlisted in the cavalry regiment which Colonel Jeb Stuart was organizing as a private. 90. He was soon found to be undoubtedly the most dependable man in the whole regiment in an emergency. 91. Once, at Charlotte, he was surprised while sleeping in the house of a friend situated in the very center of the town during the night. 92. He dashed out on the roof of the porch, shot the trooper guarding the gate dead, jumped to the ground, and galloped off. 93. This scout, who had been the terror of northern Virginia, after the war was over, was very nearly hanged as a spy by the Union authorities. 94. Upon the election of Grant to the presidency, the consulship at Singapore was given to the scout as a testimonial of friendship, where he remained seven years. 95. He wants to give the impression of maintaining a vigorous government throughout the country in Mexico City. 96. The burglars only took an hour to completely ransack the house. 97. An interesting incident in the second act, which arouses the expectation of the audience, is Mrs. Delaney's conversation with Alfred. 98. The fourth act only contains one really dramatic incident. 99. As for shelter, behind our camping ground, protecting us from the hot western sun, rose the mountain. 100. He only let her attend one of the grand balls at the palace, fearing her morals would be corrupted by the court. 101. While she was sitting dutifully by the domestic fireside during the whole of many a long evening he was away at the palace, enjoying the gaiety. 102. If he were merely to be judged by his looks and his voice, instead

of by his real qualifications also, he would surely win the election. 103. If a man only spent his money on absolute necessities, he would be a good deal richer and a good deal unhappier. 104. Nowhere in the East is there better scenery than between Lake Placid and Carthage, which is my home, in my opinion. 105. But I shall not describe the scenery of this region; I intend only to relate the experiences of my trip through the country. 106. I set out from Carthage for Lake Placid about the first of July, or just when the warm weather begins to come, in an automobile, making a number of stops on the way. 107. When the mayor learned that the detectives were in town looking for a man of this name, becoming greatly interested, he sent for them and had the suspected man brought to his office. 108. The detectives, who had meanwhile been summoned from the hotel where they were eating their lunch on the telephone, now appeared. 109. When it had been decided to take him to the governor, according to his own request, he was put on the first train leaving the city that morning. 110. Though the governor was at home, fortunately, he did not seem greatly pleased at being troubled with the affair. 111. No man would have entered the room in which his lady-love was sitting in the condition Hamlet did unless he was insane. 112. I have recently bought a copy of *Treasure Island* in an edition which has been beautifully illustrated at the price of two dollars. 113. I have only read a few chapters so far, but I find it intensely interesting. 114. I imagine Stevenson profited a good deal from the mistakes that earlier novelists made by a careful study of their methods. 115. Cheap wood is made to perfectly imitate mahogany in France. 116. I know that you are not likely to simply rest on your laurels. 117. If you wish another to surely keep your secret, keep it yourself. 118. Mackintosh, on the other hand, was a mere rhetorician, who only had an eye to commonplaces. 119. This patent device is found only in the pianos manufactured by one company. 120. Do you ever expect to see your

home again? 121. Please direct whoever comes, to the house next door. 122. The glare of the fire seemed to completely light the city. 123. If you ever wish to enjoy this book, I advise you to carefully read it now. 124. Carlo Filangieri, an Italian general, son of Gaetano Filangieri, premier of the two Sicilies, and a soldier of ability, is the subject of the next chapter. 125. Congressmen are said to have received the news that troops would be sent into Mexico to capture Villa with perfect satisfaction. 126. A number of troops of American cavalry were sent into Mexico with orders to capture Villa dead or alive this morning. 127. The officers of our regular army had had so little experience of actual fighting that they only were novices in the great game of war. 128. This extreme view is only held by some; it is held that we should submit the problem to arbitration by others. 129. I had the best fishing and canoeing trip that a person could have last summer.

*Exercise 11.*—Misplaced modifiers: difficult general problems (see sections 59-66). Rearrange for clearness, not rewording more than necessary: 1. The adding machines should be kept covered when they are not being used to keep the dust from getting into the bearings by all who use them. 2. The troops were warned to be ready to march at half an hour's notice at any time of the day or night before they were dismissed to their lodgings, as they might be needed to reinforce the line in case of a heavy attack. 3. Cut a notch at each end of every log as wide as the log's diameter within six inches of the end to the depth of one-third of the log's diameter. 4. He rode completely round the lists with the wreath which Prince John had given him on the tip of the lance that he carried amid the applause of the spectators. 5. A relief map of Italy which was skilfully constructed of sand by a high school pupil seven feet long and four and a half wide and really well worth seeing will be exhibited when

classes are over in the auditorium. 6. A reward of one hundred dollars is offered to anybody for evidence leading to the arrest of the man who damaged this property by order of the owner if presented in writing at the police station. 7. She was building a wood fire in a light silk wrapper which she had recently bought in order to bring the coffee to a boil when the accident occurred. 8. Members will kindly notify the steward of their intention to breakfast on board the club-car before going to bed in order to insure prompt service. 9. Mr. Asquith, who was then Prime Minister, after Mr. Redmond sat down, in his speech which followed, without any attempt at apologizing fully admitted the blunders which had accompanied recruiting before his hearers in the first days of the war. 10. The steamship *Alaunia*, which was one of the newest boats of the Cunard Line, struck one of the floating mines which the Germans have spread over the high seas, in the British Channel since the war began, on October 19, 1916, proving a complete loss, in full view of those who were watching from the English coast although most of the crew were saved. 11. Francis Bacon with that self-confidence which he had inherited from his mother long before he had accomplished anything to make himself famous almost from childhood secretly felt himself capable of extending the whole range of the knowledge of mankind, especially of the natural sciences. 12. Christopher Columbus, despite the humiliating rejection which he encountered at the court of Spain, when he directed his steps toward France, in the hope of finding encouragement there, in his heart nevertheless remained certain that his theory of the spherical shape of the earth was right, persistently. 13. He gave a scream when he heard the pistol shot, which made my hair stand on end on account of the hoarse piercing quality with which it was uttered in spite of the fact that I knew he had always been a maniac since I had interviewed the detective. 14. He approached Jeffreys with the awe which that famous magistrate always inspired

in his heart when any one approached him. 15. I am looking forward to receiving a diploma signed by all those who have instructed me at the end of my four years' course which shall be proof of my having pursued the studies prescribed by the faculty to their satisfaction. 16. Since Morgan was to be tried at Atlanta, he was sent by the sheriff with the rest of the prisoners who were going to Atlanta, to Savannah, where they were to catch the train. 17. Please tell whoever comes to see me in my absence where I am.

*Exercise 12.*—Reference of pronouns (see sections 67-76). Improve the clearness of the following sentences by correcting the weak reference of the pronouns: 1. As soon as a prisoner is taken behind the lines, they search him, for some of them carry concealed weapons. 2. At last we found a garage that was open, but we had a hard time to persuade them to make the repairs that night. 3. The horses were growing uneasy at the delay, which soon made us anxious to leave our dangerous position on the edge of the precipice. 4. In the spring of 1918, the Germans, desperate because America had entered the lists against her, realized that they must win the war at once or never. 5. At first it looked as if the Germans would capture the town, which would mean a definite breach in our line of defense. 6. A pistol shot rang out, and Bill was seen trying to get Oliver out again. Although Oliver had been hit, he succeeded in this. 7. I suddenly realized that while I had been raising my voice to be heard across the room, it had all at once become hushed, and it was most embarrassing to think everybody had been listening to it. 8. Our team had not reached its pace when we played the local high school, and therefore they did not do to them what they could have done later in the season. 9. The flying machine is used for both offensive and defensive purposes. When used on the defensive, they usually fly in squadrons in order to support one another. 10. Assailants could not di-

rectly approach the wall on account of the ditch or moat, which was filled with archers and men-at-arms. 11. A high palisade of logs enclosed a space opposite the main entrance of the castle, in which was the barbican or small fort, which served as an outer defense. 12. The baron told Isaac he would give him his liberty if he would pay him a thousand silver pounds. 13. The waves are not very high, as the rocks shield the bathers, and only small ones come in. 14. It shows his cowardice and selfishness when he did not have the courage to tell Nancy that he was already married but that his wife was dead. 15. Portia and Calpurnia were very different in many respects, for Portia was strong-willed and strong-minded, while Calpurnia was weak in both of these. 16. What interested me very much as I looked around was that in the Shubert theater they have women ushers, instead of the men they have in most places, who are dressed in blue serge uniforms. 17. All were happy that day, which was clear, judging by their actions. 18. After we took the fudge off the stove, we put the vanilla in and began beating it. 19. Anybody can learn to swim if they like the water and take time and trouble to give their attention to it. 20. If one is walking along in a strange place and sees a sign, "Winthrop five miles," they naturally think that if you go five miles in that direction you will reach Winthrop. 21. One day, as I was walking along the street, I saw a banana cart and purchased half a dozen of them. 22. The baron told Isaac that if he did not pay the ransom he would have him roasted to death over a slow fire. 23. John told his neighbor that he had seen his dog in his back yard. 24. When the travelers complained of the ferocity of his dogs, he said they were only ill-bred curs. 25. Johnson visited Goldsmith and found that his landlady had arrested him for debt, at which he was very angry. 26. Charles asked James if he could get him a knife as he knew he would have need for it. 27. After the maid showed her the room prepared for her use, she retired. 28. My cousin

asked father if he could take a party of his friends out sleighing next week with the new sleigh, because he would have the time if he would permit the horses to be used for a long trip. 29. The thief, who was in no wise daunted by the presence of the magistrate, remarked that if he had been brought up in luxury as he had been, he also might have been as respectable as he. 30. General Johnson's father, also a soldier, died in battle before his tenth year. 31. I am sitting by an open fire, dreaming as one is apt to do when the first cool days of autumn have come, and the myriad colors of the drying leaves make it attractive. 32. We ate the cake on our ride home later in the afternoon, which was very pleasant. 33. He is a capable army officer, and there is every reason for it because he has served in it for nearly thirty years. 34. I saw that the top of the lookout tower was deserted and did not wonder at it, for it is so high that it would be almost suicide to climb up to it on a warm day. 35. Tightly she clasped the child's hand as if she wanted never to let go of her again, for she thought of the agonizing grief of her mother if she should return without her child. 36. The first fish caught was by Uncle Jim; it was almost twelve inches long and a beauty, and all were anxious to be the next. 37. The Roman occupation of Britain lasted nearly four centuries, yet they have handed down from that time only six words as a souvenir of their conquest. 38. I said, "I'm afraid your mother is worrying." She only replied that she did not care, for she often went away without letting her know. 39. He was, of course, severely reprimanded, but, although he fully expected it, he was not deprived of his command. 40. But there is another reason why the anti-liquor law should be put in force: it is dangerous to public health. 41. Gurth and his adversary fought for a long time very evenly, but Gurth finally got the better of his opponent when he at last lost his temper. 42. On his way he visited a son of an old friend, who had asked him to call upon



him in his journey northward. He was overjoyed to see him, and he sent for one of his most intelligent workmen and told him to consider himself at his service, as he himself could not take him about the city as he wished. 43. He told his friend that if he did not feel better in half an hour, he thought he had better see him again. 44. Representatives of the people used to be summoned by the kings only when they needed them. 45. This measure will be tolerated by the Republican party only as long as it is perfectly harmless and useless. 46. She told her daughter that if she really had a preference for that particular kind of cloth, she could call at the store and buy her a gown from it before it was sold out. 47. The English should not have imposed taxes on the Colonies; they should have given them what they asked for, not something that they thought was better for them. 48. Great care must be taken in protecting the young trees; and it is done by natives who have been specially trained for this. 49. One should learn to debate in school because it trains him in the right way to argue and develops the power of close reasoning. 50. In H. G. Wells's description of Mr. Britling, he is evidently not describing him so much as himself. 51. In H. G. Wells's description of Mr. Britling, he appeals to me on account of his evident sincerity of purpose. 52. I see no more reason why I should be criticized by you than any one else. 53. Barrack life is very trying to the recruits, because they are so bare and cheerless. 54. The owner of the property saw a suspicious-looking man sneaking along the street, but lost track of him in the crowd as he was crossing the street. 55. In Mr. Blank's conversation with the man at the garage yesterday he learned he could make the repairs more cheaply than he could himself. 56. Pittsburgh is one of the most important of American industrial centers; they practically control the steel industry in that region. 57. Have you never heard the story of the talking oak? Once upon a time this princess was wandering through a forest, where she had

become lost with her attendants, and . . . 58. The first mate told the captain he thought the guilty man was the cook, for he had seen him, while he was on duty on the bridge, sneaking out of the cabin during the night. 59. The manager of the trolley company called on him and told him he had been informed by his men of the damage to his automobile in the collision. 60. Only the other day an irritable elderly member of the club found fault with the steward because he did not give him what he asked him for at the moment he asked him for it. 61. The fiercest of the dogs now leaped at the traveler and would have bitten him severely, had he not been prevented by his bringing his cane around and hitting him in the nick of time. 62. Carranza bore a deadly hatred for Villa, for he has caused him, ever since he became president, constant trouble. 63. We did not have the slightest chance of restoring order in Mexico unless we were prepared to enter the country and hold it against any force they might bring against us. 64. Villa was angry when the United States recognized Carranza as the ruler of Mexico, instead of him, asserting that he was in no more control of the north than he himself pretended to be of the south. 65. It must be remembered that when Cedric received Richard with the open hospitality of a comrade in arms, he was known to him only as the Knight of the Fetterlock and not as King of England. 66. Ivanhoe, however, drank the pledge to his father in silence, because he feared he would be recognized by him by his voice. 67. Cedric conducted Richard into the chapel, where the coffin of Athelstane rested before the altar, and he showed him where he lay; but the priests had covered the body with a pall, and consequently they could not see it. 68. Young Mosby immediately enlisted as a private in the cavalry regiment which Colonel Jeb. Stuart was organizing, and quickly gained his confidence in his ability. 69. Mosby dashed out on the roof of the porch, shot dead the Union trooper who was guarding the gate, jumped to the ground

and galloped off on his horse. 70. The automobile has at last come into its own; even on the farm horses have practically been displaced by them. 71. The prisoner complained to the judge that he had not given him a fair trial because he had allowed the District Attorney, in spite of his lawyer's protests, to introduce improper evidence against him. 72. The gasoline engine industry took a great jump during the war, for thousands of them were required for army trucks and aeroplanes. 73. I am opposed to any such law, as, for example, the prohibition of spitting on the sidewalk; it is impossible to enforce it because so many people do it. 74. When the Congressmen go before the voters for reelection, they want to be told what their records have been in the past, and what they can expect them to do for them in the future. 75. It is ridiculous to say I stole the money. Why do you do it when you know I could not have done it? 76. Cæsar went to war against Pompey because he feared him so much that he persuaded the Roman Senate to forbid his entering Italy at the head of his army. 77. When the warden had withdrawn, Wamba addressed his master in natural tones; whereupon he sprang to his feet, and even Athelstane put aside his knife and trencher. 78. Wamba said that he would rescue either Cedric or nobody, and that he and Athelstane were both perfectly able to meet death like brave men. 79. Wamba greatly terrified the warden by all this clamor, and he fled from the door at the sound, leaving it open. 80. In running away the warden left the door open, and Wamba saw it was now more hopeful for them. 81. Presently Athelstane beheld the Templar in the thick of the press, and at the same moment he perceived the figure of a woman whom he had set on a horse beside him. 82. Wamba tried to dissuade Athelstane from attacking the Templar, pointing out that he was no match for him with only his silken bonnet to protect his head, but he paid no attention to his advice. 83. He called upon the Templar to surrender his captive, but he answered with

a defiance. 84. When the Templar had ridden up to DeBracy with the purpose of helping him to escape, he said he was a prisoner and had given his word not to run away. 85. Before the prodigal son reached his father's house, he saw him and ran out to meet him; and in his joy at his return he ordered his servants to bring fine robes for him. 86. The Baron told the prisoner that he had him in his power, and that unless he paid him a certain sum of money, he (the Baron) would slowly torture him to death. 87. King Arthur told Sir Bedivere that if he did not at once do as he bade him he would arise and slay him with his hands. 88. Claudius was responsible for the death of Polonius, even if Hamlet was not mad, which cannot be proved. 89. Besides their ten armed servants Cedric and Athelstane had only Gurth and Wamba, as a protection against robbers, who, however, could hardly be depended upon, as one was a prisoner and the other a jester. 90. The darkness of evening was now stealing over the forest, which greatly increased their danger. 91. It was well known that they were of Saxon descent, and they both had a reputation for kindness to the oppressed; and this might be some protection to them against Saxon outlaws. 92. Cedric now silently beckoned to his visitor, and he followed his guide, who glided over the stone floor with noiseless tread, and he ascended a few steps to a door adjoining the chapel. 93. The witnesses gave impossible instances of the prisoner's magical powers, and the audience believed them, which was not strange, for these were the Dark Ages, when they were very superstitious. 94. We need many military depots, well stocked with ammunition in advance of war, which should be situated at important points throughout the country, which could be easily and cheaply done. 95. Though we have at present very few military supply stations, yet, when the politicians in Congress cut down the appropriations, the War Department had to let them go. 96. In 1862, when McClellan's army was pressing Lee southward in Virginia, he

ordered Crosby to ride around the Union flank and ascertain the disposition of their forces. 97. Colonel Crosby never forgot this act of mercy, and when Grant was running for the presidency, he stumped all over Virginia for him. 98. We had never intended to invade Mexico, which is proved by the fact that we were absolutely unprepared when we had to do it. 99. The Mexican border must be protected, and if Mexico cannot do this, we must; this is why we invaded Mexico. 100. When Lord Mohun and Mr. Esmond had reached this point in their conversation, he vented his rage in lashing the horses, until they ran away, and they were both forced to jump from the carriage. 101. The ground was gently sloping, which insured our camp against mud-puddles in case of rain. 102. She grew to hate him for all this unkindness, and she could hardly be blamed for it. 103. I therefore paid my dollar for a ticket to the entertainment, which meant a real sacrifice on my part. 104. When the suspected man was brought before the mayor, he asked him whether he was not the famous murderer, Morgan, which was a very foolish thing to do because it immediately put him on his guard. 105. The governor was not so glad to see him as he expected. 106. In America I have often known a boy to tie a string to his toe and hang it out the window, so that a friend can wake him to go fishing. 107. Fitz-James gave Ellen a ring, which, he said, the king had given him after he had saved his life. 108. Clarence was not very fond of kite-flying, but he never missed a chance to make one. 109. Gareth asked the king that he permit him to conceal his name and serve in his kitchen for a twelve-month and a day. 110. Our government has borne with many disorders for a long time along the Mexican boundary, and many people have termed it cowardice, which shows the bitterness of feeling, particularly along the border. 111. If the Mexicans meet our troops in battle, they will discover very quickly that they are not afraid of them. 112. The President has col-

lected information on the raid recently made into our territory, which Congress will consider immediately. 113. We are now facing the grave alternative of leaving our border population to their fate or capturing Villa, from which there is no escape.

*Exercise 13.*—Clearness of pronouns: dialogue (see sections 67-76). Turn the following dialogues into indirect discourse, with special attention to the clearness of the pronouns: 1. Cassius: The wrong you have done me lies in this, that you caused Lucius Pella to be punished for taking bribes of the Sardians, and paid no attention to the letter I wrote you to request that he be pardoned. Brutus: You did wrong to write in such a case. Cassius: In such a case as this in which we find ourselves, it is folly to pay heed to every little offense. Brutus: Let me tell you, Cassius, you are generally known to be not above taking bribes yourself. 2. Brutus: Hear me, for I will speak. Must I give way before your anger? Shall I be frightened when a madman stares at me? Cassius: Must I endure all this? Brutus: All this! aye, more: fret till your proud heart breaks; go show your slaves how irritable you are, and make your bondmen tremble. Must I budge? Must I observe you? Must I stand and crouch under your ill temper? 3. Chief outlaw: How does it come that a common Saxon serf should have so much money? Gurth: I have just come from paying Isaac for the horse and armor he lent my master, and, as I left the house, the Jew's daughter, Rebecca, paid me back all that I had given her father, and twenty zecchins for myself. Chief outlaw: I will believe you if the sum in the bag agrees with your story. 4. Fernando: That horse is mine, and this man stole him from me on the road. Magistrate: What do you say to this, Felipe? Felipe: The horse has been mine since he was a colt; I have owned him for five years. Magistrate: It is one man's word against another's; which am I to believe?

Fernando (suddenly throwing a blanket over the horse's head): If this horse has been yours for five years, Felipe, tell His Honor which of the horse's eyes is blind. Felipe (not daring to hesitate): The left eye. Fernando (removing the blanket): You can see, Your Honor, that the horse is blind in neither. 5. Baron: I will release you upon payment of a thousand silver pounds, counted out on this dungeon floor. Isaac: I have not so much money in all the world, but give me leave to go to my friends to borrow it. Baron: You must remain in my power, but you may send messengers. Isaac: My daughter must be my messenger then. Baron: She cannot be, for she is the captive of the Templar. Isaac: Unless he releases her, you shall torture me to death rather than receive from me one single penny. 6. Gurth: I hate my master Cedric, and I would quit his service if I could;—did you not see him cast his javelin at my dog Fangs? Wamba: I saw it, but I also saw that he purposely overthrew it, and had not Fangs leaped into it, he would not have been hurt. Gurth: It matters not; I heard it whistle angrily through the air; I am done with serving him. 7. Sentry: Halt, and give the countersign. Stranger: I have forgotten it. Sentry: Then stand where you are. Stranger: But I am the Commanding Officer, back from a reconnaissance. Sentry: You must give the countersign before you can advance and be recognized. Stranger: The countersign is "*Remember the Lusitania*," and you are a good soldier. 8. Boy courier: Sire, the city has fallen—it is ours. Napoleon: Good, the enemy finds himself at my mercy;—but, boy, you are wounded, the blood oozes out between the fingers with which you clutch your breast. Boy: No, sire, I am not wounded, I am dead! 9. Jack: That horse of yours is so lazy that he reminds me of the old negro who was not afraid of work. Mack: How can he remind you of the negro if he is so lazy? Jack: The negro was so little afraid of work that he could lie right down beside it and go fast asleep. 10. King Arthur: What

did you see and hear when you threw the sword into the lake as I commanded? Sir Bedivere: I heard nothing but the lapping of the water on the stones and the ripples among the rushes. King: You are a traitor, you have disobeyed me: unless you go at once and do my bidding, I will arise and slay you with my hands.

*Exercise 14.*—Clearness through the repetition of prepositions (see section 77). Correct any of the following sentences that lack clearness through failure to repeat a preposition: 1. And we hereby agree not to sell in our store, until this contract expires, any goods to compete with your guaranteed silk hose and raincoats.—*Extract from a letter from Joseph Myers and Son, men's furnishers, to the Haberdashers' Supply Company, a wholesale clothing house. Does "guaranteed" apply to "raincoats"?* 2. Any person convicted of the public display or sale of these articles shall be punishable with a fine of not more than one hundred dollars or imprisonment for not more than one month or both. *Is private sale permitted?* 3. You will entrench your machine-guns on the south slope of Hill 160, holding your position without revealing your full strength and preventing the enemy's crossing the bridge. *Did the order mean to prevent the crossing, or permit it?* 4. The Sabbath is a day of rest from worldly occupations and holy joy. 5. I strongly protest against any interference with church-going and Sunday baseball. 6. His death was chiefly due to his excessive fondness for heavy meals and the burning of his store. 7. My view of the mountains is obstructed by a row of poplars along the north side of the garden, and the low garage on the east. 8. The absence of the trains of wounded and the official bulletins indicated that no battle had occurred. 9. The stopping of the strike-leader's speech and the speech of the mayor prevented the danger of a riot. 10. All garbage must be placed in covered boxes or tins. 11. We now face the choice



of leaving our border population to their fate or Villa's capture. 12. Water passes through cement as well as bricks. 13. I am in fear of him as well as you. 14. Ample powers for this purpose are possessed by the city, according to the best interpretation of the state laws and the Federal Constitution. 15. No one will be exempted from the penalty by ignorance of the law or the special orders of the Mayor. 16. The Puritans did not accomplish much by their hostility to worldly pleasures and compulsory attendance at church. 17. His confidence was based on the enemy's possession of inexperienced officers and the courage of trained soldiers. 18. Without an understanding of the engine and the tools needed for making ordinary repairs, it would be foolish to take an automobile trip through a sparsely populated country. 19. After the commencement of the uproar and the roll-call of votes, the Social-Democrat delegates left the hall without staying to vote on the measure. 20. I was persuaded by the enthusiasm of his opening address and the various other speeches that the bill ought to become a law. 21. He was induced by lack of followers and ill health to retire from politics. 22. The consequences of our abstention from voting and doing what we can to defeat this measure, will spell disaster for our party at the next election. 23. My sole object, Mr. Chairman, is the preservation of the nation from danger and the conditions of law and order.

*Exercise 15.*—Dangling expressions (see sections 78-81). Correct any dangling expressions that may occur in the following sentences: 1. After finding that the others were afraid to put their heads in the lion's mouth, it was evident to Wamba that the duty fell on him. 2. Accordingly, having laid aside his motley, he assumed the costume of a priest. 3. He had learned a good deal about priests while studying in a monastery, before his brains grew addled. 4. Having presented himself at the castle gate, the guard unsuspectingly

admitted him, 5. When once inside, his ready tongue and ready wit easily secured his access to Cedric. 6. The warden having withdrawn, Wamba addressed his master in natural tones, whereupon Cedric sprang to his feet, and Athelstane put aside his knife and trencher. 7. Wamba, next throwing back his cowl, revealed himself as Cedric's faithful friend and jester. 8. But, upon stating the purpose of his errand, Wamba was asked by Cedric to change clothes with Athelstane instead. 9. On hearing this, an obstinate look came into Wamba's face, and he answered that it must be either Cedric or nobody. 10. His costume was already partly off even while saying this. 11. Seeing that Wamba was absolutely firm, Cedric had nothing for it but to accept this chance of escape for himself. 12. Now Athelstane and Wamba, though by no means cowards, could hardly lie in their cell during the battle without feeling some anxiety over its outcome. 13. And on perceiving the castle to be on fire and their very dungeon fast filling with smoke, despair took possession of their hearts indeed. 14. Then, gifted as he was with a ready wit, a brilliant idea came to Wamba, suggested perhaps by the pile of rusty armor lying in a corner of the room. 15. Seizing a shield, he beat lustily upon it, at the same time raising a great shout of "Saint George for merry England!" 16. By making such a terrifying clamor, the warden at the door, convinced that the dungeon had somehow been entered by a whole band of outlaws, fled in haste. 17. In running away so hastily, the cell door was left open by the warden; and seeing this, Wamba and Athelstane knew that they were not going to die in the burning castle after all. 18. Calling to Athelstane to follow, and rushing from the dungeon before the warden could return to lock the door, Wamba and Athelstane found themselves in the courtyard, where dead and dying lay about, and all was uproar and confusion. 19. On account of their having grown used to the silence and darkness of their cell, the noise and light at first stupefied them. 20. But after blinking

his eyes a number of times Athelstane beheld the Templar in the thick of the press, and also the figure of a woman whom the Templar had set on a horse beside him. 21. Thinking it to be Rowena, Athelstane sprang instantly to the rescue. 22. Shouting a defiance, he fought his way towards the villainous abductor. 23. No one could afford to trifle with Athelstane when once thoroughly aroused. 24. Endowed with great weight and strength of person, there were few indeed who could withstand him. 25. Though as brave and as irresistible as a bull when heated by anger, it was only seldom that he became so enraged. 26. Now, however, being already heated with the excitement of the battle, the sight of the Templar's infamy made his veins run fire. 27. Moreover, being betrothed to Rowena, he was touched in his knightly honor to see her borne off a captive by another man. 28. Seizing a mace that was lying beside a fallen soldier, it took him but a minute to crash his way through the circle of men-at-arms, until within reach of the Templar. 29. Being cooler of head and sharper of vision, Wamba had seen at once that it was not Rowena but Rebecca whom the Templar was carrying off. 30. Even while attempting to inform Athelstane of his mistake, the latter had unheedingly pushed him aside and was in pursuit of the Templar. 31. Having demanded the surrender of the fair captive, and receiving a defiance in return, Athelstane aimed a blow which, if better aimed, would have been mortal. 32. But the Norman, rising in his stirrups, brought down a lightning sword-stroke. 33. Striking the Saxon's wicker mace-handle, it cut through it as if made of paper, and, without perceptibly losing any of its force, Athelstane received it full on his silken bonnet. 34. By achieving the death of Athelstane, who had been indeed his only formidable pursuer, little difficulty attended the Templar in effecting his escape from the castle. 35. Being true to his word, however, though sufficiently unprincipled in other matters, he galloped round to the barbican, where he had promised to

meet De Bracy. 36. He found De Bracy standing dejectedly beside his shield, lying where he had first thrown it down in the humiliation of defeat. 37. The Templar had scarcely ridden up when De Bracy said, "I am a prisoner, rescue or no rescue, and having given my word, must keep it." 38. Being pressed for time, the Templar rode off without more ado, pausing only to call De Bracy to witness that he had not deserted him but had met him according to his word. 39. While making their preparations for the torture, the slaves suddenly paused, for at this moment, penetrating to even the remotest recesses of the dungeon, they heard the sound of a bugle. 40. Fearing to be found engaged in this fiendish occupation, a signal was given by the Baron to his slaves that they should restore the old man's garments. 41. Having in attendance ten armed servants, besides Gurth and Wamba, Cedric and Athelstane accounted themselves secure from bandits. 42. Even in traveling thus late through the forest, it may be added, they thought their Saxon descent likely to protect them. 43. Appropriate greeting was returned by the King, being no stranger to the customs of his Saxon subjects. 44. The introductory ceremony having been performed, Cedric now arose and extended his hand to his guest. 45. Having performed their pious visit to the funeral chamber, Cedric next led his guest in a different direction. 46. Though seated in equal rank among his countrymen, a single glance easily discovered that Cedric was acting as chief of the assemblage. 47. After riding for twenty hours and getting no important information, mortification prevented Mosby from returning empty-handed. 48. Once, at Charlotte, a detachment of Sheridan's cavalry surprised him while sleeping in the house of a friend. 49. Upon being elected president, the consulship at Singapore was offered by Grant to Mosby. 50. When a mere boy, his grandmother died, and consequently he remembered very little of her. 51. Upon examining the letters in the dead man's pockets, the police ascertained that

he was J. H. Smith. 52. Stepping upon the station platform, I was just in time to see the train go out. 53. I shall now present you with a problem containing some real difficulties. 54. While attempting to turn the corner at full speed, the rear wheels skidded, and the machine almost turned over. 55. The burglar must have been thoroughly frightened, for, in hastening to escape, the screen door was torn completely off its hinges. 56. In my surprise at hearing the voice, the cup fell from my hands to the floor with a crash. 57. Having failed in this attempt, no further trial was made. 58. Having been absent from the last recitation, I am unable to write this morning on the subject assigned. 59. John tells me that, having studied very hard, the examination will not in his opinion be hard to pass. 60. Although not in good voice, the songs she sang were heartily applauded. 61. Viewing war in ancient times, it does not seem so terrible as now. 62. Even while exchanging these jokes, the automobile upset us in the gutter. 63. Theater programs are often read from cover to cover while waiting for the curtain to go up. 64. Wearied by his continued efforts, he was again unsuccessful. 65. The wind rising, the captain ordered all sails set and started in pursuit. 66. After having served for a month as a kitchen boy, Gareth's mother sent him word, releasing him from his vow. 67. By watching the magician very closely, the trick finally becomes apparent. 68. We collected all the firearms, and, when counted, distributed them. 69. Though possessed of many admirable qualities, a sense of responsibility for the government of his country did not often weigh on King Richard's mind. 70. The old tire had to be replaced by a new one, losing several minutes of precious time. 71. If compelled to choose, the territory would more willingly have been given up by the British than the supplies. 72. Going interesting expressions may be seen by a keen observer. 73. Thus the season closed with a championship team, having down the line of desks in the schoolroom, many different and

lost no games and tied two. 74. Looking back over history, the same tendency becomes visible to the historian among all races. 75. If considered rightly, the loss of national honor is more to be dreaded than the loss of national territory.

*Exercise 16.*—Incomplete sentences (see sections 84-85). Which of the following groups of words are incomplete sentences? 1. What the matter was. 2. What was the matter? 3. The question is—what? 4. What was I to do next? 5. What to do next. 6. What if I should do nothing? 7. What next? 8. What I have said all along. 9. A brave man, a very brave man. 10. In the first place, because it will cost too much. 11. But suppose it should rain on Saturday. 12. Supposing it should rain on Saturday. 13. That man across the street, who is just getting into his automobile—who is he? 14. Nestled very cosily at the foot of a little valley. 15. How I managed to get home alive. 16. Every possible arrangement having been made on the supposition that he would certainly come. 17. I understand what you mean perfectly, but since I have given my promise. 18. Time flies, as the proverb says. 19. As the proverb says, time flies. 20. As the proverb that time flies says. 21. Whereas in reality there is no difficulty at all. 22. Which is a perfectly sound argument as far as it goes, but it does not go far enough. 23. That you have done many things which you ought to regret. 24. That you have done so is apparent to anybody who takes the trouble to inquire. 25. If, when you reach home, you find the weather has turned cold. 26. Whereupon I withdrew all my objections and let the debate proceed. 27. To which I replied with considerable heat, I am compelled to admit, that my opponent was withholding some of the important facts. 28. That our nation may continue to enjoy the prosperity which a free government brings. 29. For example, when the tariff was suddenly lowered, about fifteen years ago. 30. Under such humiliating circumstances as

would have broken the spirit of any man of pride. 31. Under such circumstances as these, has the whole debate been carried on. 32. Under which circumstances do you mean? 33. Under which circumstances we have been forced to conduct our debate. 34. Muddy roads, muddy fields, muddy guns, mud in our hair, in our eyes, in our very mouths. 35. That I might ask him one more question. 36. That I might ask him one more question! 37. What a mistake. 38. Would play truant from school nearly every morning. 39. Would I could play truant from school again. 40. Wherever the flag flies and the drum beats and the tramp of soldiers is heard. 41. Since there is, furthermore, no other choice in the matter, but perhaps you disagree with me. 42. Though, when you come to think of it, the difference is not so very great after all. 43. However you may try. 44. However, you may try. 45. For instance, when the glue is too hard to stick properly. 46. And then as I was about to say in my last speech, but my time was up and I had to sit down. 47. Hereafter no one had better be permitted to conduct experiments without some responsible person looking on. 48. Such was the man's power over all those whom he met, no matter what their political creed. 49. Lastly, because it is contrary to the teachings of our own consciences. 50. As, to take an illustration from natural history, the protective instinct of the mother bird disappears just as soon as the fledglings have learned to fly and are strong enough and experienced enough to take care of themselves.

*Exercise 17.*—Number (see sections 87-95). Correct any errors in number in the following sentences: 1. The Point, or, as the natives call it, "the Pint," is surrounded by a thick, fine woods. 2. One of the chief qualities that stands out in his character is his love of money. 3. Our team that year was not defeated in any of the seven games which they played. 4. When each of the players were awarded their

letters, they made a short speech on receiving it. 5. The outlaws cleared a space and gave both combatants a weapon. 6. So as to make fast time on the steep trail we did not carry much food, though there was enough pancake flour and eggs and bacon to keep hungry boys satisfied. 7. There now arrived the third cart, in which was Carton, and the little seamstress as well as about a dozen other prisoners. 8. Here and there on the walls of the chapel is a tablet in memory of some of the old fellows. 9. There are two handsome fireplaces in the room at both ends of it, but the fireplace at the front end is more beautiful than the other. 10. Skating and sledding is one of the best known of winter sports. 11. Wamba found that nobody else dared to put their heads in the lion's mouth. 12. Now Athelstane and Wamba, though neither of them were cowards, could not hear the noise of battle without some anxiety as to its outcome. 13. DeBracy was left to reflect on the bitter truth that everybody must bear their own troubles alone. 14. Pompey with all his legions were not likely to win the coming battle. 15. Upon recognizing the General, everybody on the boulevard raised their hats in respect. 16. Though this woods was full of outlaws, Cedric and Athelstane believed that their descent and character was likely to protect them. 17. Neither the crowd nor the judge was disposed in her favor. 18. His reckless daring and his resourcefulness in an emergency was always able to save him. 19. Everybody held up their right hands to show their approval of the vote. 20. Neither of his arguments was very strong. 21. Not one of the 120 passengers was injured. 22. The construction of the locks, gates, and dam was nearly completed. 23. Caesar with all his forces was ready for battle. 24. He has gone a good ways towards winning fame. 25. The frequency with which he uses misplaced modifiers, ambiguous pronouns, and ungrammatical constructions show a pitiable ignorance of good English. 26. Our camp is situated near a series of little waterfalls, in the heart of the virgin



woods, a long ways from the nearest dwelling. 27. Jones with a number of men was engaged on the work. 28. The character of the heroes and heroines in his novels, or at least in most of them, was not calculated to interest the ordinary reader. 29. At first everybody mocked him for this, but later they respected him for it. 30. Not a single one of all the passengers on the boat—men, women, and children—were injured in the least degree. 31. The character of the various personages in the play (and they are very different and interesting) are next to be considered. 32. The ingenuity and bravery of the faithful jester was the chief cause of Cedric's escape. 33. Neither my grandfather nor my uncle have ever said anything about it to me. 34. The way in which the regiment was treated by the colonel was probably the reason why they were willing to follow him into any danger. 35. Everybody will, I think, admit that they have never heard of a more extraordinary adventure than the one I am about to relate. 36. If the reader don't agree with me when I have finished, I shall be surprised in more ways than one. 37. The woods that surround the falls seem denser than they really are, to almost anybody as they stand by the edge of the stream and look about. 38. The real cause of the delay was the numerous mishaps we experienced in packing the tent. 39. We had gone a long ways before anything happened to startle us. 40. As long as either of us are on guard or at least awake, no danger is to be feared. 41. Each of our guides had their own particular peculiarities, mine especially. 42. It don't help matters very much, if you find that the salt has been spilled into the coffee. 43. The whole party was asleep at the time, even including the sentinel, who of course should have been awake, but they sprang to their feet at the instant of the alarm. 44. A string of pack-horses was visible along the edge of the hill, trotting along briskly, and picking up their feet as if they had never known fatigue. 45. Since our fleet of battleships and battle-cruisers is our

first line of defense, we must keep them in the pink of condition. 46. If anybody objects to this, tell them they must choose between forts on shore or ships at sea. 47. Both are not essential perhaps, but either forts or ships are. 48. A little ways out to sea the height of the crashing, smashing waves and mountains of green, white-topped waters were beyond description. 49. You had better call again, for neither of them are here at present. 50. The most expensive part of the machine is the little cogwheels, which are very difficult to make with the required accuracy.

*Exercise 18.*—Case, except with infinitives (see sections 96-101, 105). In some of the following sentences, the possessive case is not used when it should be; point out this mistake whenever it occurs. In each of the other sentences you will find a pronoun that brings up the question of nominative or objective case; tell which case is correct, and, to prove that you are right, tell the pronoun's grammatical construction: 1. We also played well against Blanktown High School, who we beat seven to nothing. 2. He is a man who I know is honest. 3. He is the man who they thought would arrive. 4. The child is more confiding than she. 5. When the war began in 1914, the idea of Germany ruling the world was in the mind, heart, and soul of every German. 6. We do not know who he referred to. 7. Who are you looking for? 8. You know it as well as we. 9. Lack of space forbids me going into greater detail. 10. They can play better than we. 11. Who was he last seen talking with? 12. Who are you talking to? 13. I am afraid of him falling. 14. That makes no difference between such old friends as you and I. 15. Who do you think you are talking to? 16. Who do you suppose it was? 17. John says you are taller than I. 18. Are they older than we? 19. Who do you think they will elect? 20. Who do you mean? 21. Who do you think will be chosen? 22. This is an absolute secret between you and I. 23. None

can run so fast as John and I. 24. Is there any chance of him passing his examination? 25. He is the greatest of our generals; nobody is admired more than he. 26. Boys like them should know better. 27. Was it you or he that rang the bell? 28. It may have been he to whom you referred. 29. He said he would go if he were she. 30. She strongly objected to her son going. 31. He is the greatest of our generals; the nation admires no one more than him. 32. People like them ought not to go to such places. 33. He is the greatest of our generals; no one is admired so much as he. 34. They knew it was we from our hats. 35. Is it I you wish to speak to? 36. Was it he you meant? 37. They have been very kind to both my sister and I. 38. He is the greatest of our generals; the nation admires no one so much as he.

*Exercise 19.*—Case, including case with infinitives (see sections 96-105). In some of the following sentences the possessive case is not used when it should be; point out this mistake whenever it occurs. In each of the other sentences you will find a pronoun that brings up the question of nominative or objective case; tell which case is correct, and, to prove that you are right, tell the pronoun's grammatical construction: 1. He imagined it to be I. 2. He imagined it was I. 3. They will allow neither our friends nor we to go. 4. They will permit neither our friends nor we to go. 5. They will let neither our friends nor we go. 6. Who would have supposed it was he? 7. Who would have supposed it to be he? 8. He sent word for you and I to come. 9. They knew it to be we. 10. They knew it was we. 11. I imagined it to be he. 12. Let they who wield the scepter wear the crown. 13. Everybody has gone except you and I. 14. Between you and I, I wish it were he. 15. Who do men think me to be? 16. Who do men think I am? 17. We are no more likely to get ourselves in trouble than they. 18. I supposed the disguised person to be you rather than she. 19. I just heard this morn-

ing of Bill being elected captain of the team. 20. Good students, like you and I, ought to write good themes. 21. Those are they, coming up the street. 22. He is the man who they expected would arrive. 23. He is the man who they expected to arrive. 24. It is much safer for you to bully him than I. 25. He is a man who I know is honest. 26. He is a man who I know to be honest. 27. There is no doubt of the report being true. 28. Who do you think she looks like? 29. Who do you think her to look like? 30. Who do you imagine they will at last decide to send? 31. He gave the presents to those who he believed really to deserve them. 32. "Whom are you?" said Cyril. 33. Let you and I go. 34. Is there any possibility of it happening again? 35. There is John, who we expected to be late. 36. He gave the presents to those who he thought he could bribe. 37. He gave the presents to those who he believed himself able to bribe. 38. He gave the presents to those who he considered himself capable of bribing. 39. He gave the presents to those who he thought he could persuade to accept them. 40. He gave the presents to those who he believed would accept a bribe. 41. He became very expert after ten years experience. 42. He became very expert after an experience of ten years. 43. He was still inexpert after a years experience. 44. He was still inexpert after his years experience. 45. There is John, who we thought would be late. 46. There is John, who we have been expecting for at least an hours time. 47. Who could it have been? 48. Let's you and I go. 49. I cannot tell who to send for. 50. John Smith, who I believe you know, was elected. 51. I have heard no one sing so sweetly as she. 52. I have known no one to sing so sweetly as she. 53. Miss Brown, who I understand has accepted the position, will arrive to-morrow. 54. I shall submit the plans to those who I know will advise me. 55. There is no magic power that will enable you to become I. 56. There is no magic power which will let you become I. 57. There is no magic power by which

you can become I. 58. Does this new hat become me? 59. I would let no one go more readily than him. 60. Have you heard about George going to Philadelphia? 61. He is going for a three days vacation. 62. He is going for a vacation of three days. 63. The boy who I was addressing my remarks to was not listening. 64. This process is evidently equivalent to a man drowning slowly. 65. Who did the spy pretend to be? 66. He was sure of Mary winning. 67. His seven days growth of beard makes him look like a tramp. 68. They recommended only those who they thought were capable. 69. They found the convict who they thought had escaped. 70. The candidate who they say will probably be elected was at the meeting. 71. Did you suppose your caller to be Frank or I? 72. English athletes do not train so carefully as we. 73. I like her better than him. 74. I was not aware of Mr. Blank being there. 75. You may select whoever you like. 76. You can assist whoever does not seem to be sure of the way. 77. Give the prize to whoever deserves it. 78. I agreed to help whoever came to me for assistance. 79. He never for a minute supposed his visitor to be she who he had encountered on the train, but it was she nevertheless. 80. Are you as fond of her as I? 81. Are you as fond of her as me? 82. Speak to whoever you know. 83. He was willing to assist whoever needed his services. 84. They agreed to vote for whoever the party nominated. 85. I am proud of whoever does good work. 86. I shall discuss the question with whoever you may select as chairman of the committee. 87. It is ridiculous to talk of Mr. Blank becoming superintendent of the factory. 88. Are you fonder of her than I? 89. I was interested in who the next caller would be. 90. I am not concerned with who you may be but with whether you can pay cash. 91. In war-time it is the duty of every patriotic citizen, regardless of party, to support whoever happens to be President. 92. Are you fonder of her than me? 93. Under these conditions the workmen agreed to work with whoever

was put in charge over them. 94. He is much more likely to choose you than I. 95. Send whoever you wish to choose as a committee of three, to my office, and I will discuss the whole problem with them. 96. It is the tendency of many people to sympathize with whoever is on the winning side. 97. Who do you suppose took the news harder than I? 98. The police are resolved to put in jail whoever in the city is behind these street-robbers and outlaws. 99. I am stronger than he, but the team works better for him than me. 100. We are both about equal on offensive plays, but on the defense the team trusts him more than me. 101. He seems desirous of me leaving the consular service. 102. You owe the store more than I, but will they trust you as long as me? 103. I have just heard a rumor about Miss Handsome being engaged to that young Mr. Rich. 104. I should be gladder to see you elected than him. 105. Your many years service surely entitles you to some reward. 106. A foreigner would naturally find these questions more difficult than I. 107. There was every likelihood of Fred staying on the team. 108. This marvelous adventure proved but a nine days wonder, and was shortly forgotten. 109. Give the captaincy to whom you think fittest for it. 110. My last years work will be a good preparation for next years.

*Exercise 20.*—Correlatives (see sections 106-107). Place correctly any correlatives which may be misplaced, in the following sentences: 1. He not only gave me advice but also help. 2. We both need more men and more money. 3. We neither saw the sun nor the moon on our entire voyage. 4. We not only observed that he was polite but also that he was kind. 5. He must have been either in agony or hysterics. 6. By friends I do not only mean those who helped me, but also those who offered me their help. 7. They succeeded neither by land nor sea. 8. He spoke both in sorrow and in anger. 9. He spoke in both sorrow and anger. 10. We need

not only more men but also money. 11. John was either there or my eyesight played me a trick. 12. I sent not only provisions but I carried money as well. 13. Either he attempted too much or chose incapable officers. 14. He both amazed his native town by his theories and his actions. 15. He either worked too hard or else did not work at all. 16. You are either telling less than the truth, or I must disbelieve all the other witnesses. 17. They neither found oil nor coal. 18. He must either consent to apologize or I will challenge him to fight. 19. Scott was noted not for his poetry only but also for his novels. 20. Scott was noted not only for his poetry but for his novels also. 21. I am either to credit this impossible story or else believe you are concealing the whole of the truth from the jury. 22. Neither in France nor England, during the Middle Ages, were the Jews treated so kindly as they were by the Moors in Spain. 23. I am both surprised by your statements and in doubt of their true intent. 24. I am not only ordered to take the message to the commandant but I am also ordered to wait for an answer. 25. The truth about the murder will either come out now or later. 26. The dog was neither so docile nor so easy to train as he had expected. 27. They were both in need of food and of water. 28. Either he is in real want or else he is the best actor that a tramp ever was. 29. I shall think of you and hope for you both now and in the days to come. 30. The return of the schooner was not anticipated much earlier than either April or May of the next year. 31. It is not only discourteous to the students but also to the professors. 32. The clerk not only asked for a leave of absence but that his salary might be increased upon his return. 33. Adversity both teaches us to think and to be patient. 34. Debating not only teaches one to think clearly, but also to think quickly and accurately. 35. When he entered the sickroom, he not only found her sitting up but also pleased and tranquil. 36. You can go neither to New York nor London. 37. Sometimes he would tell the

servants wonderful tales of adventure, but he was neither guilty of telling nor of listening to foul stories. 38. The exercises harden not only the muscles but also train the mind. 39. His sentences are neither so neat nor so clear as they might be. 40. Thus it chanced that Cedric entertained not only the Templar and his party but also Isaac of York. 41. He was not only threatened by the Templar, but he was also excluded from the supper table. 42. Though he was timid and miserly by nature, he could both be brave and generous on occasion. 43. The ferocity of his appearance was emphasized by both his haughty expression and the scar which ran diagonally across his cheek. 44. He wanted both Wamba and his dog Fangs to help round up the herd of swine. 45. He did not understand what Wamba meant, either by his explanations or his examples.

*Exercise 21.—Lie and lay* (see sections 109-112). What form of *lie* or *lay* should be supplied in the blanks in the following sentences? 1. Last winter, when I had the measles, I \_\_\_\_\_ abed four days. 2. Have you taught your dog to \_\_\_\_\_ down? 3. The secret \_\_\_\_\_ concealed for years. 4. Utterly exhausted, the traveler at last \_\_\_\_\_ down to die. 5. It is dangerous to \_\_\_\_\_ down on the wet ground. 6. The table has been \_\_\_\_\_. 7. You will find the hot dishes \_\_\_\_\_ing on the shelf over the stove. 8. Watch out for a horse whose ears are \_\_\_\_\_ing back. 9. He just \_\_\_\_\_ back in his chair and shouted with laughter. 10. The shower has \_\_\_\_\_ the dust. 11. Having \_\_\_\_\_ aside my books, I came out for a walk. 12. My gloves are still on the table where I saw them \_\_\_\_\_ing yesterday. 13. The moonlight \_\_\_\_\_ soft and still upon the waves as we look out over the lake. 14. The moonlight \_\_\_\_\_ soft and still upon the waves as we looked out over the lake. 15. Do you like to \_\_\_\_\_ late in bed in the morning? 16. Many a time I have \_\_\_\_\_ on my back under that old pine tree. 17. The snow has \_\_\_\_\_ on



the ground all January. 18. The snow ——— on the ground all last January. 19. They have ——— down their arms. 20. Hush, my dear, ——— still and slumber. 21. Slowly and sadly we ——— him down. 22. Yesterday I ——— my hand on the cat, and she scratched me. 23. She apparently ——— sleeping at the time, but she was really awake. 24. Having ——— the book on the table, he sat down at once. 25. Last night I ——— down after dinner. 26. How long did you say the ship had ——— at anchor? 27. The ship ——— at anchor in this same spot last year. 28. The ship had been ———ing at anchor all night. 29. The sailors are ashore, for the ship now ——— at anchor. 30. My overcoat ——— in a cedar chest all summer. 31. I have just ——— my overcoat in the cedar chest for the summer. 32. Last winter I ——— sick for nearly a month. 33. I don't see why the carpet doesn't ——— smooth. 34. If it had been ——— smooth, it would ——— smooth now. 35. Our path ——— in that direction, I think. 36. That's where the real difficulty appears to ———. 37. I told him that our real difficulty ——— in getting men to work for us. 38. They begin to ——— down their tools five minutes before the whistle blows. 39. Outlaws were ———ing in wait for him. 40. I have ——— on the sofa all afternoon. 41. The snow ——— two feet deep here last April. 42. I found your handkerchief ———ing on the floor. 43. The child is ———ing on the floor and screaming. 44. I ——— myself out to please him all the time he was visiting me. 45. He allowed his expensive farm machinery to ——— out doors all winter. 46. Even the best machinery will be worthless after it has ——— in sun and rain for a long time. 47. He leaves his belongings ———ing all over the house. 48. Let the pistol ——— where it is. 49. I do not know how long it may have ——— there. 50. A fallen tree ——— across the road and blocked the traffic.

*Exercise 22.*—Principal Parts (see sections 109-112). Correct any errors in the principal parts of verbs in the following sentences: 1. Every time I raised my bid, he outbid me. 2. Why did your father forbid you to go? 3. He has often forbade me before. 4. The last time he forbid me I disobeyed him. 5. I must now bid you good-bye. 6. Have you bid the family good-night? 7. As I had to take an early train the next morning, I bid them good-bye the night before and went to bed. 8. Without a moment's hesitation he dove into the water. 9. Day after day I beseeched him to let me go, but he absolutely set his foot down on the proposal, and finally forbid me to mention the subject to him again. 10. I decided that the new year would be best begun by raising the office boy's salary. 11. The sun sets after seven o'clock at this time of year. 12. The beautiful view of the lake is set in a frame of trees and foliage. 13. The moment I laid eyes upon him I knew I could set him to no task he could not perform. 14. My heart is set on going. 15. How long we had set here, I did not know. 16. Set back in your chair and rest awhile. 17. We have over three hundred sitting hens on our farm. 18. The cottage, set in a grove of trees, is very cozy. 19. The cozy little cottage sets in a grove of trees. 20. The boat sets lightly upon the water. 21. The latest fad was to have the diamond set in aluminum. 22. The books don't set very evenly on the shelf. 23. The lamp does not set securely on so frail a table. 24. Has the cement set yet? 25. He was sprung from a long line of fighting ancestors. 26. At the instant the alarm was given he sprung to his feet and ran for the house. 27. The dying man tried to raise up in bed, but he was too weak even to raise his head. 28. The bell rung to meeting every Sunday morning, afternoon, and evening, in those days. 29. The day begun with a light southerly breeze, but the wind turned westerly about noon and raised the whitecaps on the bay. 30. Have you ever swum across the river at this point? 31. He raised himself

on one elbow and set his bright eyes on me. 32. We yesterday sat the wash-tubs on the kitchen porch. 33. They are sitting there now, I suppose. 34. As soon as I was near enough, I dove for him. 35. His heels struck my head and laid me unconscious.

*Exercise 23.—Shall and will* (see sections 113-117). In each of the following sentences, which word ought to be used—*will, would, shall, should*? What is the meaning that is intended—expectation? or wish, willingness, or determination? 1. According to my present plans, the very day school closes, I will go by train to Detroit, or at least I will start on that day, for I will not be able to reach there till the day after. 2. The river became so rough that I thought I would have to go ashore. 3. Our host asked us if we would like to take a ride in the cab of a locomotive. 4. I told him I would be glad to go with him any time it would be convenient to him. 5. After these two games with smaller schools we knew we would have to do better if we were to beat our great rival. 6. I would not have wanted help if I had been perfectly well at the time. 7. Were I to study Latin, I would find it difficult. 8. I would have liked to go last Tuesday, but I wouldn't go now if you hired me. 9. I would lend you the money if I had it. 10. What would we do without friends? 11. Would you be sorry to leave school? 12. I did not think he would notice us. 13. I would be sorry to miss the train. 14. We would prefer to go by boat. 15. I would like to take a trip through the Canadian Rockies. 16. I thought I would die of laughing. 17. We will find that in a few years there will be great changes in politics. 18. Do you think I will be in time for the train? 19. He will repent of his folly when it is too late. 20. We will have to go whether we like it or not. 21. Will you undertake to do this service for me? 22. We will have stormy weather to-morrow. 23. John thinks he will go to-morrow. 24. We will not soon forget this day. 25. I will

be glad to hear from you. 26. Do you think we will have rain? 27. How will I send the package? 28. Will I bring you the book? 29. I will be obliged to you if you will lend me your help. 30. Will we go to-morrow? 31. I will be beaten unless he will help me. 32. We will have a wet day. 33. I would have helped him if I had thought I would be of any real help. 34. If determination can do it, we will win. 35. Will I call to-morrow? 36. Will you have time to say good-bye? 37. Will you be passing my house any time to-morrow? 38. I would hardly have known him, he was so changed. 39. Would we be safe from attack if no sentries were posted? 40. If it were to be foggy, I would be afraid to go by boat. 41. I would be heart-broken if I should not pass the examination. 42. I knew that if he could not go with me, I would have to stay. 43. I did not think that I would enjoy the picnic, but I was certain that he would. 44. Would you go if we had a carriage? I know there is nothing to prevent you. 45. I am afraid I will have to differ with you on this question. 46. Would you whip your child if he ran away from home? 47. I would have been delighted to help you if you had only given me the chance. 48. Even in times of peace we would always need a large navy to protect our interests in all parts of the world. 49. I would certainly have supposed that you knew better. 50. How would you pronounce the noun *address*,—with the accent on the first syllable, or the last? 51. I think we will not be able to finish by six o'clock. 52. I know I will find a better quality of goods at the next store. 53. The question that agitated us was, if the lake was rough, would we get sea-sick? 54. We will never be able to purify politics so long as the best men do not take the trouble to vote. 55. Will you be at home this afternoon? 56. If we could only get even with them, we would have the inside track. 57. If we think it over a little, we will readily see that the rule is unjust. 58. I had a suspicion that I would not get there on time. 59. If we don't hurry, we will be late.

60. How often will I have to tell you that you are to come in before it is dark? You will not go out after supper again for the rest of this week. 61. I think I will never eat fish again except at the seashore. 62. Will you be good enough to answer at once? 63. You have cheated me once; I will never lend you money again. 64. Would you be favorably disposed towards the business proposition I have just described if it were made to you? 65. What would you do if you were I? 66. When will I see you again? 67. We will all of us live long enough to look back at this tragic hour and laugh about it. 68. Let us hope we will live to regret it. 69. What will you do if the gentleman asks to borrow from you again? 70. We had better tell the maid that we will not be well enough to receive callers at any time to-morrow. 71. We built a cyclone-cellar at the same time we built our house, so that we would have a place of refuge in case the worst came to the worst. 72. I would not have dreamed for a minute of accepting the suggestion if you had not been so strong for it yourself. 73. How often would we play truant from school to go fishing, in the good old days of long ago! 74. If you were to submit to such another insult, I would be grieved but not surprised at your want of courage. 75. What would I not give to be at home and well rid of this responsibility! 76. Will he suffer any ill effects from the anesthetics, do you think? 77. Would I suffer any ill effects on account of my weak heart? 78. Would you take the risk of giving me ether, knowing as you do my weakened condition? 79. What would you do in this case, if you were I? 80. I would not believe you if you were to swear it; you do not look as if you were telling the truth.

*Exercise 24.*—Sequence of tenses (see sections 118-119). Correct any errors in the sequence of tenses in the following sentences: 1. Calling on his men to follow him, he ran up the hill toward the enemy. 2. Bearing in mind our guide's

warning, we crept cautiously forward. 3. I should have been delighted to have seen you if I had only known you were coming. 4. Seizing a battle-axe from the hands of a dying soldier, he made after the Templar. 5. Having forgotten half my errands, I was forced to go home again. 6. He is believed to have left an estate of well over a million dollars. 7. He had intended to have made a will, but like most men he put it off too long. 8. I hope by the end of the year to have made some real progress in my education. 9. Having promised, I cannot change my mind now. 10. The detectives all believed the suspected man to have committed the murder. 11. The judge probably believes him to have committed the murder. 12. Whether or not he is ever convicted, we shall always believe him to have committed the murder. 13. We finally reached the harbor, after having an experience we had not expected to have had. 14. I shall leave New York on Monday, reaching Chicago the following day. 15. Leaving New York on Monday, I reach Chicago the following day. 16. Leaving New York on Monday, I reached Chicago the following day. 17. Leaving New York on Monday, I shall reach Chicago the following day. 18. I left New York on Monday, reaching Chicago the following day. 19. I had planned to have my mail forwarded to me here. 20. You were not under any obligation to have gone unless you wanted to do so. 21. You ought not to have gone unless you wanted to do so. 22. I am falsely accused of being on the scene of the murder at the time of the murder. 23. I shall not be believed to have been elsewhere at that time even if I produce half a dozen witnesses. 24. I had fully intended to have answered your letter long ago, but circumstances arising, over which I had no control, I find myself still owing you an answer. 25. What is he supposed to have been before he came to our town? 26. Concluding his speech with a great burst of eloquence, the senator sat down in a hush that made the hall seem like a church. 27. Now that war is upon us,

we see too late that preparations ought to have been made; we confess to being careless in the past, but let us not have to confess to being careless now. 28. More money is said to have been spent last Sunday by the people of the United States on gasoline alone than would have been sufficient for the construction of four submarines. 29. The people of this country seem always to have loved peace but never to have avoided war. 30. The motion being duly made and seconded, the house has no option but to debate it or vote upon it. 31. Presenting himself at the door, he was admitted by the butler after a brief delay. 32. Throwing back his cap, he revealed his identity to the astonished household. 33. But having stated the purpose of his errand, he found his welcome grow decidedly cooler. 34. Then Wamba, gifted as he was with a ready wit, struck a brilliant idea, an idea suggested perhaps by the pile of armor lying in a corner of the room. 35. Seizing a shield, he beat lustily upon it, at the same time raising a great shout of "Saint George for merry England!" previously, however, inducing his companion to join him in making the noise. 36. Rushing from the house, I saw the fire engines turning the corner. 37. Having called on my friends to help me, and receiving unsatisfactory replies, I determined to do the thing alone. 38. Rising in his stirrups, he brought down a sword-stroke that ought to have killed any man. 39. Arriving recently from Paris, I am in a good position to describe the latest fashions. 40. He confessed that he had wanted to have run away. 41. Having started too late, he was unable to turn the tide of battle. 42. King Arthur is said by one old chronicle to have met his death at Badon Hill, A. D. 510. 43. Broadly speaking, I can say that, having twice read the book, I understand it. 44. Recognizing the great singer, everybody in the park burst into applause. 45. Should you have expected him to have refused? 46. Having wasted all his money, he ought to have been heartily

ashamed of his extravagance. 47. I now determined to leave Boston, being then in my eighteenth year. 48. Even if Hamlet is regarded as not having been mad, he cannot be held to have been responsible for the death of Polonius. 49. He slipped from the room, fearing to be known to have engaged in so cruel a business. 50. The forest was thought to be very dangerous, being infested by gangs of men who may be said to have been driven to desperation by oppression and poverty. 51. The young man greeted his father in silence, because he feared to have been recognized by his voice. 52. The introduction being performed, Cedric now arose and extended his hand to the stranger. 53. Coming out of the dark hallway, they were at first rather blinded by the light. 54. Until Congress cut down the appropriations, the War Department had planned to have established a great many supply stations. 55. He penetrated the Union lines behind McClellan's army, collecting valuable military data, and after being gone not quite seventy-two hours, returned to Lee. 56. He was known to have been disguised and not to have worn his uniform like a regular soldier. 57. We had never intended to invade Mexico. 58. Stepping upon the station platform, I was just in time to see the train move out. 59. Every one seems to have been in favor of the measure. 60. Our cathedral tour had thus far proved to be pleasanter than we had expected it to be. 61. I should not have imagined the price to be so high. 62. Macaulay had planned to have delivered an address at Edinburgh, but was prevented. 63. They pounced upon him from the bushes, and quickly overpowering him, led him into the forest. 64. Gurth swearing the money was not his own, the outlaw chief asked him whose it was then. 65. Two outlaws were assigned as guides, who, taking him to the edge of the forest, left him to complete his journey alone. 66. A new target being set up, Hubert and Locksley now shot in turn.



*Exercise 25.—Like* (see section 121). Should *like* or *as if* be supplied in the blanks? 1. He acted ——— he was out of his mind. 2. Act ——— a man. 3. Act ——— a man would act under the same circumstances. 4. It looks ——— it would rain soon. 5. Do exactly ——— I. 6. Do exactly ——— me. 7. I wonder whether you hate him ——— I do. 8. He felt ——— his last hour had come. 9. It operates just ——— a lawn-mower. 10. It operates just ——— a lawn-mower does. 11. You may gesticulate ——— a Frenchman does, but you do not talk ——— one. 12. He ran ——— Old Nick was after him. 13. I wish I could swim ——— you do. 14. I wish I could swim ——— him. 15. It doesn't look ——— rain to me; it looks more ——— it was going to snow. 16. He felt ——— a coward before the battle, but during it he bore himself ——— a soldier should. 17. He looks a good deal ——— his father did years ago, but in his manners he acts more ——— his mother. 18. Don't talk ——— you were a fool; when you don't know anything, look ——— an owl, and you will be regarded ——— one. 19. His theory was that the air vibrates to any sound ——— the water will carry a noise to a great distance. 20. He acts ——— he was discouraged over his recent failure. 21. It doesn't seem ——— I could ever go back again. 22. It seems ——— I ought to go. 23. The poor old woman looked ——— she would faint. 24. The child sings ——— a bird. 25. The man works ——— he enjoyed being kept busy. 26. My son always walked and talked ——— me. 27. You talk just ——— I used to do when I was a boy. 28. A sophomore is a student who feels ——— a grown man, yet behaves ——— he was still a boy. 29. His style is a little ——— Addison's, but the resemblance is not so great as to make it look ——— he had copied him directly. 30. It sounded ——— every shell were aimed directly at my individual head. 31. He ran ——— a hunted deer down the road. 32. I imagine he felt ——— he was being chased by a whole pack of hounds.

33. Nothing had ever happened to him —— this before. 34. Run —— it was a question of life and death. 35. I have fought for Queen and faith, —— a valiant man and true. 36. I have only done my duty, —— a man is bound to do. 37. Behave —— you were in perfect agreement with what he says. 38. Do you think that by doing —— he does, you will get to be —— him? 39. I believe I never behaved so much —— a fool would do, before. 40. You look —— you were not well or very tired. 41. Trim my hair just —— you did last time. 42. I want this volume bound exactly —— the others. 43. Nothing is easier than to say, —— Sir Roger used to, that much can be said on both sides. 44. It sounds —— there was a bolt loose somewhere. 45. We flew —— the wind. 46. The book opens to chapter three —— it had often been opened there. 47. Addison's prose is not at all —— his poetry. 48. He went down —— lead. 49. It bounces —— it was made of rubber. 50. He sank —— a stone would do.

*Exercise 26.—Like, superlative vs. comparative, subjunctive, compound adjective, adjective vs. adverb (see sections 121-128). Correct, in the following sentences, any errors of the kinds listed above:* 1. Lessons in the winter term go easier because there are fewer outdoor distractions. 2. Which of his grandfathers did he like best? 3. I wondered if he was strong enough to stand the strain. 4. He looked like he was going to faint. 5. He dropped like he was shot. 6. His opponent was one of the hard hitting variety. 7. The instrument did not hurt so bad until it struck a nerve. 8. The dentist seemed to enjoy the performance as if he was an ogre. 9. Gluck's brothers were Hans and Schwarz, hard hearted brothers if ever there were any, and I do not know which of them treated poor Hans the worst. 10. I wish this book was more interesting than it is. 11. I wish I was a hero like you. 12. That raw boned man is my brother; he excels me

in strength, but I am much the tallest. 13. Everybody on the team tries hard, and with practically no exceptions all the fellows play clean. 14. A sweet tempered man is hardly qualified for football. 15. Only a clean playing team should be allowed to represent our institution. 16. Carton was always welcome at the home of the Manettes even if at times he acted very peculiar there. 17. I felt cold in my thin overcoat. 18. I felt coldly towards him after our quarrel. 19. I looked out of the window to see if it was raining. 20. The wind driven raindrops flashed past the window, like they were bullets out of a rapid firing gun. 21. If I was ten years older and as long armed as you, I could do it too. 22. Between Florida and southern California there is not much to choose, but I think that on the whole southern California has the evenest climate. 23. A large size house crowns the top of the hill like a fort. 24. She looked sweet in her new bonnet. 25. She looked sweet at him. 26. She looked sweet to him. 27. She looked sweet enough to kiss. 28. If it was only snowing now instead of raining, we should have good coasting to-morrow. 29. It looks like the rain will freeze to-night. 30. In that case we shall have some ice crusted snow for coasting, just like last year about this time in February. 31. It is hard to choose between such world famed novelists as Scott and Dickens, but I think that Dickens is the best in most respects. 32. She's a real good woman. 33. If I was you, I should jump at a chance like that. 34. His clothes were frozen stiff. 35. If it was true (which it is not) that I am a liar, I should not admit it; otherwise what would be the use of being one? 36. In the life of the ideal home, the mother sacrifices control to affection, the father affection to control; and thus the mother is the most loved by her children, while the father is the most esteemed. 37. Did I do good on my examination? 38. He feels like he is perfectly safe, but just suppose he was to be caught! 39. He acts like he was a gutter bred dog. 40. I advised him that if it was cold when he came

home he should by all means put on his overcoat. 41. Do you know your lesson real good, like you ought to? 42. I have just bought a new pair of draught horses; and though they are not very much alike, the strongest is the laziest, and the weakest is the most energetic, so that they pull together pretty good. 43. Comparisons are a mere time wasting topic for discussion, when the things compared are of totally different kinds; for example, it is quite unprofitable to discuss whether ice cream or bacon tastes best. 44. He dresses well but not flashy. 45. I asked him if it was not utterly foolish to run such risks. 46. Only an empty headed idiot would run risks like he did. 47. A smooth spoken person would not have hurt your feelings, I admit; but the way I talk is plainest. 48. Don't behave so foolish. 49. Though Scott obviously intended to make Rowena the heroine of his story, and not Rebecca, yet Rebecca is the heroine nevertheless, because she suffers most, has the most strength of character, and is the most picturesque. 50. If the magazine was better illustrated, I should subscribe to it regular. 51. I didn't feel good last night, but I am perfectly well this morning. 52. A moderate size drop of nicotine placed on a dog's tongue will kill him. 53. If nicotine was not a poison, such a result would hardly follow. 54. It appears to me like nicotine is a poison. 55. I told him, when I got up to my feet again, that even though he *was* able to knock me down, it did not prove that he was right. 56. When Locksley and Hubert came up to shoot at the new target, Prince John offered a handsome reward to the one who should do the best. 57. After eating half a watermelon, I didn't feel very good. 58. After putting a dollar in the collection plate I felt very good. 59. To be a good student it is necessary to do fairly good every day. 60. I told him that even if he was to knock me down a hundred times a day he would still be a liar. 61. In the days of Ivanhoe, the population of England was part Saxon, part Norman; but the Normans, though much the

fewest, were much the strongest. 62. If you profess Christianity, practice it; don't *talk* about helping your neighbor—*help* him; to *be* good, you must *do* good. 63. After all, I realized that if I was to make my money too easy, I should probably spend it too fast. 64. Easy earned money goes fast. 65. A fair size fortune brings more content than one too small for comfort or too large for liberty. 66. This lesson looks like it's going to be real hard. 67. I suppose it is impossible to foresee a war a very long distance ahead; but supposing it was possible, should we not want a big navy just the same? 68. Which is the hardest wood, oak or mahogany? 69. I am studying hard at my lessons, but I don't do good in them at all. 70. There is a soft repose in much leisure, and a stirring energy in much work; but I like work best because time flies when I work. 71. Would I was young enough to play a part in the world shaking times just ahead! 72. Studying before breakfast is likely to make you feel dull in class. 73. In their descriptions of hell, Dante seeks vividness by specific details, Milton by vague suggestion; but Macaulay tells us that Milton's method is the best. 74. Patrick Henry, when the Tories cried out that his speech was treason to the king, told them that if that was treason they could make the most of it. 75. The student whose mind acts quick and prompt is the one who will succeed in business. 76. There is no real good reason for studying anything unless you sharpen your mind on it. 77. In right handed people the right hand and right foot are the largest, the stride with the right leg the longest, and the left side of the brain the most developed. 78. I went that far and no farther. 79. I should not tell you this if I was afraid of you. 80. He was that stupid, he could hardly recall his own name. 81. I wish I was in Dixie. 82. Aeroplanes have flown two hundred miles an hour, and no automobile can go this fast. 83. Most people, when lost in the woods, will unconsciously walk in a great circle, bearing to the left; this is because, when they

have no path to keep them straight, the steps taken with the right foot are the longest. 84. Ivanhoe imagined, when he recovered his senses, that he was back in the Holy Land. 85. The pie disagreed with me; I don't feel good. 86. It looks to me like it was too rich for me. 87. A home made pie is the best kind. 88. I want to do good in class, but I forgot to study. 89. He thought she was an angel; he said that even if she was an angel she could not be more angelic than she was. 90. If he was a little more attentive to his books, he would do real well in school. 91. Your face seems familiar enough, but you needn't behave so familiar to me. 92. One who is real earnest and energetic is bound to come through. 93. I have not gone that deep into the subject myself. 94. If he were a little more attentive to his books, he would do awful fine in school. 95. The breeze held up so good that the captain decided to keep on to Newport. 96. This much is all I could understand. 97. He is one of the most fluent speaking orators I have heard this far in life. 98. If he was a little broader at the shoulders, he would have a real good figure. 99. Don't act so funny and queer. 100. He looks exactly like his father.

*Exercise 27.*—Grammatical Correctness: general review. Point out, explain and correct, in the following sentences, all violations of grammatical correctness of the kinds treated in sections 83 to 129: 1. It was plainly I he was looking for. 2. When they discovered the Palmer, they both roused him from his sleep and asked him the way to Cedric's home. 3. While at Newstead Abbey, riding and rambling about the neighboring countryside was my chief delight. 4. Every spring and aged oak for miles around is either designated by his name or is connected with some story about him. 5. I will give the reward to whoever arrives first in Dublin. 6. There is the man who I am sure was laying asleep on the dock at the time the accident is said to have occurred. 7.

Whom do men think me to be? 8. What is Hecuba to him, or him to Hecuba? 9. A large part of the exported goods consist of spices, which command a very high price in proportion to their bulk. 10. He offered wine to every traveler; and if they took it, their heads were changed into the heads of beasts by his magic art. 11. I suspect that I will not be allowed to go, for my father does not approve of the excursion, yet if I had to choose between this and the trip on the Fourth of July, I think I would consider the latter the best. 12. Father's chief objection to me going is the danger of the canoe being upset in the rapids, like it did last year. 13. Father may be a little old fashion about such things, but I cannot deny that it is real dangerous to capsize when the nearest falls is only two hundred yards away. 14. At any rate Father is positively set against the trip. 15. I am glad he will not change his mind, for if he was to do so I am sure I would think less of him. 16. It don't make any difference what I may say; neither my father nor my mother are willing to let me spend a two weeks vacation in any time wasting way like that. 17. It feels good to get into the river on a real hot day and swim slow and easy for a little ways and then lay around on the beach. 18. I wish I was able to swim like you do, but there is little prospect of me ever doing so. 19. As soon as it became evident that the boat could not be saved, the whole crew was mustered on the after deck and given their final instructions. 20. Our chief difficulty in launching the lifeboats was the waves. 21. As soon as each one was set on the water, huge waves would raise up and smash them against the sides of the ship. 22. The boatswain was the hero of the hour; and everybody acknowledged afterwards that they had trusted the captain less than him. 23. Is it I you wish to speak to? 24. He likes you better than me. 25. He confided his plan to whomever he thought he could trust. 26. This form of exercise hardens not only the muscles but also trains the mind, as any one will willingly

admit if they give it a good trial. 27. Your committee reports that they have considered the plan and would recommend its adoption. 28. I had hoped to have bought a labor saving washing machine for our laundress, but now that she has left us it don't make any difference, for I will not be able to get her back. 29. This sentence would neither have been so neat nor so clear as it is if it had been written different. 30. The next moment three arrows struck him, any one of which might, with their sharp steel points, have given him a mortal wound. 31. The readiness and valor of the Knight was now displayed, for he at once drew his sword and charged at his assailants. 32. He not only showed his readiness and valor, but also his great strength, by striking down his first three enemies, each with a single blow. 33. There now appeared among the assailants a man in blue armor, whom the Black Knight saw was their leader, mounted on a good horse like the Black Knight was, and as well armed as he. 34. The newcomer, with lance laid in rest, set spurs to his horse and charged at him, treacherously wounding not the rider but his steed. 35. As Richard went down with his horse, he must have expected to have never risen again, but, being assisted to his feet by Wamba, he set his back against a tree. 36. Wamba, now remembering the horn, blew on it the call for help. 37. After blowing the horn, Wamba perceived that the Blue Knight was preparing to charge once more at Richard and pin him to the tree. 38. Though the Blue Knight was strong, Richard was much the strongest; nevertheless, being on foot, he was now at a great disadvantage. 39. It would have gone ill with him indeed if Wamba had not now rushed to the rescue. 40. Rushing forward, he hamstrung the Blue Knight's horse and brought him to the ground, just as he was about to charge. 41. The Blue Knight 42. The Blue Knight, who, being unhelmeted, they found to



be no other than Waldemar Fitzurse, was liberated by Richard. 43. Richard warned him in these words: "I will give you two days in which to leave England; if you are caught on English soil after that time you shall be executed." 44. Having delivered this warning, he was given a horse by the King and permitted to depart. 45. Of course Locksley not only invited King Richard to the forest feast, but these two newcomers also. 46. The banquet was soon spread; as if by magic, it seemed, food and drink appeared from the thickets. 47. Locksley, who the reader must have already guessed to be in reality the famous Robin Hood, now disclosed his identity to the King. 48. He beseeched the King's pardon for many trespasses against the forest laws. 49. Richard was in a good humored frame of mind toward his rescuers, so that he readily forgave them. 50. This was not the only kindness he did to Isaac at Rotherwood; he not only procured him food, but also saved his money, and afterwards, perhaps his life. 51. For the Palmer, who the reader now knows was Ivanhoe in disguise, overheard the Templar instructing his Saracen slaves in the morning to lay for Isaac. 52. The kind hearted Palmer consented to journey with Isaac as far as Sheffield, lest Isaac should be captured. 53. "What should I need of a suit of armor," asked the Palmer in some surprise, "seeing that I only am a poor pilgrim?" 54. "You talk and act like you knew something of fighting," replied Isaac; "besides, I caught the glint of a knight's gold chain, a little while ago, peeping from beneath your cloak." 55. "If you will accept the armor, I shall feel like I had done something to repay you for the obligation under which you have laid me." 56. "I will accept your offer," replied the Palmer, "and I promise you I will return the armor, unless, of course, I should be killed in the tourney." 57. They had traveled a long ways together, but now their ways separated, Isaac's course being laid towards Sheffield, and the Palmer's towards Leicester. 58. His character was two sided, and we should

not examine one side of it alone. 59. The energy and valor of the Templar is evident throughout the novel, and everywhere he appears the bold ambitious man, who it is plain is determined to have his own way. 60. He not only was selfish but also cruel, and considered, or seemed to consider, that the only one whom he should have any regard for was he himself. 61. Thus, when we sum up the two sides of his character, he may be said to have been brave and energetic but also unscrupulous and cruel. 62. Nevertheless, when all is said, there was many a man who was more contemptible than he. 63. Being one who everybody despised, Isaac, when he elbowed his way into the crowd, was met with muttered curses and black looks. 64. Everybody refused to let Isaac stand beside them. 65. This threat being delivered, the Prince waited to watch the effect on the Saxons of the promotion of Isaac, whom Isaac would have to sit beside. 66. Trouble seemed to be surely brewing, when Wamba, whom everybody supposed to be nothing but a fool, saved the situation by his promptness and ingenuity. 67. When Gurth entered the apartment—for it was him whom Ivanhoe had sent—he stared about the room. 68. He observed with some surprise that it was most luxuriously furnished, for he had rather expected to have found Isaac's dwelling furnished no better than those of the Saxon nobles. 69. But as he looked about him with great amazement, he found the room furnished like it belonged to some Oriental potentate. 70. His curiosity and astonishment, however, was not enough to make him forget his errand. 71. He stated bluntly and briefly that he had not only come to inquire the amount due for the rent of the armor, but also to pay it. 72. By way of preface to the transaction Isaac made some such remark as this: "I would suppose that your bag contains a great deal of gold, to judge by the weight of it." 73. At last, the price being fixed, Gurth proceeded to pay out the money. 74. Isaac, though he had almost wanted to give Gurth the last coin as a fee, yielded

to his greed for money when the last piece proved to be overweight. 75. Ivanhoe maneuvered his horse with such swiftness and dexterity that it seemed like he was in two places at once. 76. For awhile he parried their attack; nevertheless he could not hope to maintain an equality with the combined strength of men as powerful as them. 77. Any one of these three knights would, with their strength and skill, have been almost a match for him. 78. But all three together were too much for him, though there was hardly a better knight than him in all England. 79. Just when they planned to have made a combined rush upon him, a knight in black armor, who nobody had paid attention to before this, suddenly galloped to the rescue. 80. Shouting the warcry of Ivanhoe's party, in a voice that rang like a trumpet-call, he hurled himself upon Ivanhoe's enemies. 81. The taunts of the Normans, beginning with veiled sarcasm, soon became so grossly insulting that neither Cedric nor Athelstane were able to endure them. 82. Presently Prince John proposed a toast to the Saxon who had won the tournament, saying that he was very sorry not to have had him present. 83. Then the Prince asked Cedric to give a health to the Norman whom he thought was most deserving of a Saxon's pledge. 84. When Prince John called for a toast to whomever among the Normans most deserved it, he of course expected to have been named himself. 85. And indeed Fitzurse, slipping behind Cedric's chair, whispered to him that by the naming of the Prince the unpleasantness of the evening could be ended. 86. But Cedric's indignation was now thoroughly aroused, and rising at his place, he pledged King Richard,—him whom he knew the Prince feared and hated above all other men. 87. At the mere mention of that dreaded name, of the brother who he had treacherously rebelled against and whose return to England he hourly expected and feared, the Prince changed color and acted like he had lost his wits. 88. He did not raise up on his feet but raised his goblet mechanically to his

lips, and having touched it without tasting the wine, sat it down again. 89. Some of the older courtiers, who long experience had taught to imitate their sovereign, did likewise. 90. But neither the Templar nor Front-de-Bœuf were willing to make even this pretense of drinking the toast. 91. Having enjoyed for a few moments the effects which his toast produced, Cedric and Athelstane now arose from that inhospitable table, and followed by whomever else was of Saxon blood and accordingly felt equally offended, stalked from the hall. 92. The reader must now follow the adventures both of Cedric's party and the Black Knight also. 93. We will accordingly go back to the close of the tournament, where the Black Knight, rescuing Ivanhoe from his three enemies, disappeared like a ghost from the field. 94. Spending that night at an inn near Ashby, he set out next morning on a forest trail which ran northward. 95. He had hoped to have reached before dusk some habitation where he could spend the night, but darkness overtook him far from any man's dwelling in the very midst of the uninhabited forest. 96. He therefore determined to let his horse act like his guide, for he had often known his horse to have a keener instinct in these matters than he. 97. So little had he misplaced his trust in the steed, that there soon was borne to his ears the tinkling of a bell and a dog's loud barking. 98. Either of these sounds alone were sufficient to indicate the nearness of a human abode. 99. Both his horse and he were sadly in need of rest and entertainment; since early morning they had had but little either of the one or the other. 100. A short ways farther down the road you come to a patch of woods which surrounds a little bird haunted lake. 101. He was wise enough not to resist like he wanted to, for he saw they were stronger than he. 102. They brought him before a man whom Gurth supposed was the outlaw chief. 103. The chief asked Gurth who the money that he carried in his bag belonged to. 104. Gurth said it belonged to the Disinherited

Knight, whom all the outlaws held to be like one of themselves. 105. This gave Gurth, who it was quite evident was much cooler than him, a great advantage. 106. Gurth told his master the whole story, without, however, hazarding a guess at who the outlaws might be. 107. When the thirty archers found whom they were to shoot against, they withdrew from the match. 108. Only a square cut bowstring and an even feathered arrow give a true shot. 109. Nobody would suppose, if they stop but a minute to think, that more power can be developed than is supplied. 110. It was plainly I whom he was looking for. 111. Wamba said that Athelstane and him were able to meet death like brave men. 112. Let they who wish to enjoy the fun suffer the consequences. 113. A signal was given by the Baron to the slaves, who he directed should restore the old man's garment. 114. In the forest were numbers of outlaws whom oppression and poverty may be said to have driven to absolute desperation. 115. Besides their ten armed servants, they had also Gurth and Wamba, who, however, they could hardly depend upon. 116. He perceived an elderly lady, who he knew must be the Colonel's mother. 117. He perceived an elderly lady, who he recognized as the Colonel's mother. 118. He perceived an elderly lady, who he knew to be the Colonel's mother. 119. The public should put the blame on whoever it finds responsible for this state of affairs. 120. The General was much chagrined when he found who his captor was, and refused to surrender his sword to a man who he held to be a contemptible irregular. 121. You may keep your sword to use against a foe more worthy of you than me. 122. Let them who wield the scepter wear the crown. 123. They invited all whom they thought would be likely to accept. 124. The parcel post is very convenient to whomever lives in the country. 125. Whom do you believe this stranger to be? 126. Cassius was shrewd, but Antony was as shrewd as him. 127. The vacancy was filled by Corporal Little, whom the captain

thought worthy of recognition. 128. Whom do you take me to be? 129. He shook hands with all of us, me among the rest. 130. Tom winked at the only man in the room whom he felt sure would understand. 131. I do not know whom you profess to be. 132. When Mr. Garrick appeared, Peter was in some doubt whether it could be he or not. 133. They engaged a guide whom they thought able to conduct them in safety. 134. Who do you think I saw this afternoon in the park? 135. I speak of Washington—a man whose name is as dear to you Englishmen as us Americans. 136. We were betrayed by those whom we thought would sacrifice everything for us. 137. Between you and I, we shall probably be in trouble before long. 138. Is he the man who they expected would arrive first? 139. Is he the man who they expected to arrive first? 140. Yes, it certainly is he. 141. It is no other than him. 142. Is it I you wish to speak to? 143. The foolish virgins were they whom the bridegroom would not admit to the marriage feast. 144. He was civil to whomever (as chance befell) addressed him. 145. Whom say ye that I am? 146. He confided his plan to whoever he thought he could trust. 147. I saw a man whom I have no hesitation in saying was Mr. Jackson. 148. The door opened, and Front-de-Bœuf, whom Isaac knew to be the cruel master of the castle, entered the dungeon. 149. Isaac in terror denied having ever had so huge a sum of money in his possession. 150. In order to capture the castle it was necessary to gain possession both of the outworks and the gate of the castle itself. 151. The Black Knight, whom every one acknowledged as best fitted for military operations, led the attack against the outer work or barbican. 152. When the defenders met him and his men in deadly combat over the ruins of the doorway, no one for a time could tell who the victory was going to belong to. 153. A conservative is a person who maintains that the country should always be like it always has been. 154. We have done no more than it was our duty to have done. 155. The

eldest of the three persons in question is a boy whom I think deserves some encouragement. 156. All I shall say will be quite true. 157. In an estimate of the work of Luther, care must be taken neither to forget the character of the man nor the age in which he lived. 158. One of the most beautiful features of Kennebunkport are the tremendous rocks all along the coast. 159. If your friends will excuse you, should you enjoy accepting my invitation? 160. A steady stream of miners, prospectors, and lumbermen are now pouring into the Northwest. 161. He confided his plans to whoever he thought was trustworthy, but withheld his ideas from whomever he thought irresolute. 162. I am resolved that the country shall see who it has to thank for whatever may happen. 163. Who did he refer to, he or I? 164. I am resolved that everybody shall try their best, I don't care who they are. 165. The man whom I thought my friend deceived me. 166. It would have been unkind to have refused help when it could have been rendered easily. 167. The French and English governments say they will permit Boy-Ed and von Papen to return safely to Germany. 168. This courtesy is really extended to the United States, who is not only anxious to dismiss these two men but also to see them actually depart from her shores. 169. Boy-Ed and von Papen are the naval and military attachés of the German embassy, and the men who our government has discovered are implicated in the munition-factory plots in America. 170. Their guilt being known to our government for some weeks, we naturally cannot regard them as acceptable representatives of a foreign power. 171. Not only has she been unsuccessful in her loan, but is also being gradually impoverished by the rise in the rate of exchange. 172. Of course the officers of the ship are reported to have denied that they tried to escape. 173. If I review Virgil in April, I will forget it before July. 174. Would you have supposed that the city would grow so fast? 175. The Prime Minister is said to have made no admissions whatever when attempts were

made to interview him, but to deny himself to callers. 176. It is so threatening that I think we will need umbrellas. 177. Let us now ask ourselves whether these abuses shall be allowed to continue. 178. The jury decides that the prisoner is guilty and shall be hanged. 179. Being ill, he recited ill. 180. I fully understood that I should be severely criticized for doing it. 181. I wanted to have asked you whether he wasn't a rather silly minded person. 182. Between you and I it looks like there is considerable danger in the venture. 183. That day every one in the school, except I alone, were taken sick. 184. Punctuation is one of those kind of things that is difficult to learn. 185. It is not only hard to distinguish between too little and too much reform, but also between the good and evil intentions of the reformer. 186. I still believe, though almost everybody thinks they know more about it than I, that, all things considered, it was the best thing to have done. 187. When a "plebe" or freshman at West Point has finished the year, they are called "yearlings." 188. We may now see how, in every such case, pride, presumption, or tyranny have been followed by punishment. 189. In spite of all difficulties and delays the construction of the long line of trestles and the almost countless scaffolds was at last completed. 190. Let whoever wishes to hear gather round me. 191. Nothing that either he or she have said bears on the question of who to choose. 192. Jones with a number of other men, all of them experts in their profession, were engaged on the work. 193. The character of the persons or agents who are conducting the business are next to be considered. 194. When Mr. Garrick appeared, Peter was in some doubt of its being him or not. 195. Tom winked at the only man in the room whom he felt sure to be likely to understand. 196. I do not know, and I profess never to have known, whom you pretend to be. 197. She is so deceitful that I should trust a convict sooner than her. 198. He refused to pardon Guthrie, whom he had good reason to believe the police would



soon capture. 199. Sometimes he would tell wonderful tales of adventure, but he was neither guilty of telling nor of listening to foul stories. 200. At first everybody mocked him for this, but they later respected him for it. 201. Dickens was the novelist both of children and of poor people, above everything else. 202. The first relic that I visited in Sherwood Forest was the Pilgrim Oak, a large size tree and still flourishing, which I remember to have read about in the old stories. 203. Inside the cave there is a storeroom and some horse-stalls, where Robin Hood used to lay in hiding when hotly pursued.

*Exercise 28.*—Subordination in sentences (see section 131). Rewrite the following sentences, subordinating the subordinate ideas. It will not be possible in every case to reduce the number of main clauses to one. Every sentence, when rewritten, should be a sentence well written in all respects. 1. The boat is large and comfortable; each passenger has a room to himself; there are eight decks; the boat is called the *Batoum*; it plies on the Black Sea. 2. John is only eight years old; he is at the head of his class; he studies very little; he will be the youngest graduate. 3. Rip's wife gave him little peace; he went off to the mountains; he slept for twenty years; he returned to his native village; few people recognized him. 4. Four boys were playing ball in the street; they broke a window; the owner of the house appeared; the boys had to pay for the damage. 5. At six o'clock all the boys got up; they were rolled out of bed by the first one up; they washed and dressed; then it was time for breakfast. 6. A great many years ago there lived a king named Elderfaunce; he had a daughter named Nachette; her beauty was famous throughout the kingdom. 7. It was a very cold night; snow lay on the ground; it was piled high against the windows of a certain farmhouse. 8. While the outlaws were looking into the money bag, Gurth seized a staff and struck the leader over

the head and reached for the money and tried to escape. 9. There is another benefit of football: every player on the team has to think quickly; this trains his mind for prompt and reliable action in any emergency of life. 10. The building is of stone and steel—thirty stories high—three thousand windows—express and local elevators—fireproof. 11. The alarm was clear and close at hand; and he was startled; he arose hastily; he made as little noise as possible; he roused his men quietly; soon he had everything in readiness for a quiet defense. 12. This state of affairs continued for a long time; if anything, it grew worse instead of better; she grew to hate him for his behavior; this change of feeling did not take place all at once; she could hardly be blamed. 13. Upon the news of Richard's presence in England, a pallor spread over Prince John's face; for a moment he was speechless and shook with fear and he laid his hand on the table to steady himself. 14. He presently lost his temper entirely, and tried to rush his antagonist, and rained blows at him, and hoped in this way to be able finally to overwhelm him, but failed in his purpose. 15. To fix the guilt on the grooms, she even risked dripping some blood on their hands, but they did not wake, and she laid the telltale dagger beside them, and then stole softly from the room, and felt that all was now safe. 16. After this the witches vanished, and Macbeth and Banquo were amazed, but they thought it must have been an illusion and rode on. 17. Time and distance now made rescue improbable, and Heyward no longer expected it; so he took no interest in the proceedings, and sat down on the ground and lost himself in thought. 18. There is a good reason for the rapid progress made by Argentina: there are mountains in the west, but the remainder of the country is largely one vast expanse of prairie; hence settlers can carry on farming and ranching, and transportation also is very easy. 19. Trains are always dirty, and much dust always comes in the window, and the cars are small and incommodious; I there-

fore like boat travel much better; boats are cleaner and larger. 20. The Ural Mountains are not high; they rise very gradually; the scenery is very beautiful; few people live among them; these mountains are in Eastern Russia. 21. He looked for his book everywhere; everybody helped him; much time was spent; he was very angry; at last he found it just where he had left it. 22. He said his book was lost; he posted a sign for its recovery; it was a valuable and interesting book; he asked every one to help him find it. 23. We have a new boy in the school—his name is Blank—he is a stranger in the city—I rather like him. 24. They sail tomorrow; they are going to Italy; their ship is the *Carmania*; they are to remain abroad a year, and are taking their automobile with them. 25. Baku is situated on the Caspian Sea; a Russian city; in the Caucasian mountain region; a thriving city; noted for its monster oil business. 26. The Japanese are very kind and polite, yet they never kiss or shake hands, but they bow profusely to one another and to strangers; they smile a great deal, but they seldom weep visibly. 27. Honolulu is my favorite city—located on the Hawaiian Islands—Hawaii is called the Crossroads of the Pacific—climate very equable—people noted for their hospitality. 28. Once upon a time there lived in Scotland a mother and her little daughter; they lived in a small cottage on a large farm; the mother and the little girl raised all sorts of vegetables to take to market; this was how they got their living. 29. Through a deep and muddy lane he waded on to the village; it proved to be a collection of only five or six miserable huts; one or two persons were about the doors; they appeared as rude as their dwellings; they were just beginning the work of the day. 30. At length he was afraid his horse would become lame; so he dismounted and led him towards a little village; here he hoped to find a blacksmith; at least he hoped to learn where one might be found. 31. The way was intricate, the night was dark, and he was ignorant of the country; his mind,

also, was occupied with sad and perplexing thoughts; for these reasons morning found him advanced no farther on his journey than the Vale of Whitehorse. 32. There is a large cave known as the Wind Cave, and it is really a series of small caves or chambers, and rivals in size the famous Mammoth Cave of Kentucky, and its entrance is at a point about twelve miles southeast of Custer; Custer is in South Dakota. 33. The servant returned in a short time and drew both bolt and bar with a careful hand and opened the gate and admitted the strangers through an archway into a square court, and the court was surrounded by buildings. 34. Another door was opposite to the arch, and the serving-man opened this one in like manner, and it introduced them into a parlor, and the parlor was paved with stone, and there was but little furniture, and it was of the rudest and most ancient fashion. 35. The ground had once been laid out in plots and flower beds, but the greater part of it had been allowed to run to waste for some time, and only a few patches had been dug up and planted with herbs. 36. They had entered an orchard while he thus spoke, and it was a large orchard and surrounded the house on two sides, and the trees had been unpruned and were overgrown and mossy and seemed to bear little fruit. 37. In the courtyard all was uproar and confusion—the dead and dying lay about—the air was filled with rolling clouds of smoke, for the castle was now burning furiously—but the newcomers were able after a few minutes to understand the meaning of the scene. 38. But Wamba refused to consider the idea even for a moment and answered that he would rescue Cedric or nobody and said it in no uncertain language, and, as if to prove that he meant what he said, he began to remove his disguise while speaking. 39. There was still some soldierly honor in Macbeth, and he revolted at the idea of murdering the king, for he knew the king trusted him; and Lady Macbeth had to call him a coward and offer to do the murder herself; but at last he consented.

40. A small river is some distance from the city; it is behind a range of hilly ground; this ground rises toward the southwest; the river has many meanderings; it eventually enters the principal river of the district, and swells the flood which rolls down to the ocean. 41. At each end of the plain of Marathon are marshes; these are dry in spring and summer; then they offer no obstruction to cavalry; they are commonly flooded with rain in the autumn; for this reason it was impossible to use horsemen to advantage in the battle of Marathon, which took place in the fall. 42. After several more attacks had been made (each was without any marked advantage) the promised signal of Ulrica was seen on the tower, and the besiegers knew the castle was on fire, and they were greatly encouraged, but the defenders gave up hope. 43. The flames were reaching Ivanhoe's room when the Black Knight appeared in the doorway, saw him, ran to him, picked him up gently, and ran back with him through the flames, which were now raging, and in a moment more the roof fell in. 44. The defenders of the castle then retreated across the temporary planks which they had put over the moat in place of the drawbridge; and the Templar, who crossed last, destroyed them, and therefore the assailants could not cross. 45. Gurth had left Isaac's house and was on his way home, when he was suddenly seized by outlaws, and it was useless for him to try to escape, because he was seized and bound before he could offer any show of resistance. 46. As I have already told, Gurth had paid Isaac for the horse and armor, and he now left Isaac's house and set forth on his return to his master's tent, and the night was clear and beautiful, but Gurth did not enjoy it, for he knew the roads were infested with robbers. 47. Soon the ether took effect on Darnay, and Carton had him removed to a coach, which secretly awaited him not far from the prison, and he was then safely taken away with his wife and family, who were ready to leave Paris at two o'clock. 48. A sound of loud talking and laughing ap-

proached the garden door, and Weyland was alarmed and sprang into a thicket of shrubs; and Janet did not wish to be seen either, and she did not wish her purchases from the supposed pedlar to be seen, and so she withdrew into the garden-house. 49. He was in great agitation of mind, and was going down the winding staircase; he had taken two or three steps; suddenly he met Michael Lambourne; the meeting was greatly to his surprise and displeasure; Michael wore an important and familiar expression; Tressilian felt inclined to throw him down stairs. 50. A universal bustle filled the castle and its environs, and it was hard to find any one; but Weyland also knew the circumstances in which he was placed, and therefore he realized the danger of attracting too much attention; this made it all the more difficult to find the one whom he sought. 51. Across the inner court they were conducted by their guide to a tower; this tower was small but strong, and it occupied the northeast angle of the building next the great hall, and it filled up the space between the immense range of kitchens and the great hall itself. 52. He concluded that she must have friends within the castle; probably she could safely trust their advice and assistance; he therefore resolved to obey her repeated commands and conduct her there, for he supposed this would be the best way of accomplishing his task. 53. Weyland perceived her uneasiness, and he was displeased with himself for having given her any cause of alarm, and so he strode on with affected alacrity, and now talked to his horse in the language of the stable, and now whistled to himself low but cheerfully, and now assured the lady there was no danger. 54. She looked anxiously around her; the shadows withdrew from the landscape, and the brightening of the eastern sky foretold a speedy sunrise, and she feared at every turn that the increasing light would expose them to the view of the pursuers. 55. The countess and her guide hastily traversed the broken path—it had once been a fine avenue, but now the boughs of the trees met over-

head and almost totally darkened it; here and there was a clearing, but even in such spots the moonlight was doubtful and confusing. 56. At length the Queen apparently gave an order, and one of the attendants made a sign for the boat to come alongside; the young man was invited to step into the royal barge; this he did gracefully at the bow; he was brought aft to the Queen; at the same time his boat dropped to the rear. 57. His first object of inquiry was the residence of a blacksmith, but he met only one or two peasants; they were up early on their way to work; they were either dull or sullen; at least their answers to his questions were brief or indifferent; he got little help from them. 58. Tressilian made himself ready for the journey, and immediately the landlord by the aid of his dark lantern conducted him through many passages—they were long and intricate—and they opened into an outer court, and that led to a remote stable, and there Tressilian's horse had already been placed. 59. Interesting experiments are being conducted at Penzance; capitalists from London are behind the undertaking; some prominent scientists are supervising it; the scheme is to extract gold from sea water; first the gold is precipitated by lime, and then the gold is extracted from the lime by electricity. 60. The following circumstances led me into the legal profession: I was well prepared for college; consequently I had a good deal of spare time during my college course; I was advised to take some law lectures as elective courses; these interested me in the subject.

*Exercise 29.*—Subordination: sentences to compose (see section 131). Complete each of the following sentences in not less than thirty words. 1. If, when . . . 2. If, while . . . 3. If, where . . . 4. If as . . . 5. If, because . . . 6. If, in order that . . . 7. Provided, before . . . 8. Provided that after . . . 9. If, until . . . 10. Although, when . . . 11. Although, while . . . 12. Although, where . . . 13. Though,

as . . . 14. Although, because . . . 15. Though, before . . .  
16. Though, unless . . . 17. Although, until . . . 18. Al-  
though, in order that . . . 19. As the nation in which . . .  
20. Since a people whom . . . 21. Because the place where  
. . . 22. Unless you remember that . . . 23. Unless what . . .  
24. Lest those to whom . . . 25. So that . . . which . . . 26.  
When, however, we, whose . . . 27. While, moreover, a gov-  
ernment under which . . . 28. When, therefore, as . . . 29.  
But the submarine, nevertheless, although, when . . . 30. Yet  
even an unskilled person, who, if . . . 31. To sum up the  
matter, consequently, I, believing that though . . . 32. Look-  
ing back, however, and observing that while . . . 33. The  
United States, therefore, unless the foreigners who . . . 34.  
Quite naturally, therefore, the uneducated immigrant, who, as  
always, will, if . . . 35. Having . . . which . . . if . . . 36.  
If, having . . . while . . . 37. Since . . . although . . . having  
. . . 38. Being . . . who . . . when . . . 39. Whereas any-  
body to whom . . . if . . . 40. In order, therefore, that the  
safety of the passengers may, while . . . 41. The ship, having  
. . . unless, when . . . 42. Since a good aeroplane must, if  
. . . 43. Our country, when the war in which . . . 44. Our  
government, on account of the fact that the reports which . . .

*Exercise 30.*—Subordination in a passage (see sections 133-135). Rewrite each of the passages in exercise 1, preserving in general the order of the ideas, but grouping them into sentences which possess unity and in which the subordinate ideas are subordinated.

*Exercise 31.*—Balance: Correlatives (see sections 137-138). Do exercise 20, taking care, in addition, to make the corresponding parts balance in wording as exactly as possible.

*Exercise 32.*—Balance: sentences to correct (see sections 137-138). Rewrite the following sentences, balancing as perfectly as possible the corresponding parts. Remember that



only those parts which correspond should be balanced, and that perfect balance requires exact correspondence as to part of speech, as to grammatical construction, and as to meaning:

1. To throw the hammer requires one kind of strength and skill; a very different sort is needed for running.
2. The character of Milton was peculiarly distinguished by loftiness of spirit; intense feeling was the chief quality in Dante's character.
3. One of the chief dangers to the writer, and in fact which causes most of his mistakes, is carelessness,—carelessness in planning his ideas ahead, and often he is careless in putting them down on paper.
4. A man of honesty and brave enough to tell the truth has a great opportunity.
5. You began with betraying the people; treason to the king is where you have ended.
6. The question is not whether you have a right to make the people miserable, but whether rendering them happy is not your duty.
7. He drove the enemy by terrible blows; marching swiftly and silently, he outflanked him.
8. Summer is warm but extremely pleasant; winter brings gloomy days and cold.
9. Man's power is active, progressive, and he is prepared for defense; he is eminently the doer, the creator, he discovers, he is the defender.
10. Homer's style is rapid in its movement; the language is plain; his ideas are simple; he is marked by nobility of manner.
11. In the ordinary high school a boy gets his education with his head; but his hands also help him in the manual training high school.
12. The United States has prospered during a long period of high tariff, but for just as long a time under free trade England has prospered.
13. My little brother was happy over his presents; he received a book from Aunt Nellie, Uncle Joe sent him a toy gun, and there was a wheelbarrow from Fred, his cousin.
14. The first hag saluted Macbeth as Thane of Glamis, he was saluted by the second as Thane of Cawdor, and the third hag hailed him as one who would afterwards become king.
15. We should have to tax our knowledge of fiction to find a more

dramatic scene than the meeting between the dishonest, timid, changeable Prince John, and De Bracy, who was brave and constant and had at least a partial sense of honor. 16. The saints of olden time perished at the stake, gibbets were their places of execution, the agony of the rack was imposed upon them, the steel of their tormentors killed them. 17. The heroism of our fathers' day was to cross the unknown seas; to freeze in the woods; suffering want and cold and starvation; they fought battles with the red right hand. 18. The Puritans prostrated themselves in the dust before their God; but for their King they had so little respect that they did not hesitate to execute him. 19. I was quite conscious how treacherous were the intentions of the villagers, and also of the dangers from which I had lately escaped. 20. Niagara is the largest cataract in the world; Yosemite excels all others in height. It is the volume of water that impresses you at Niagara; Yosemite strikes us chiefly by its wild beauty. Niagara roars, deep and strong; the sound of Yosemite is a crash and a rattle. 21. To-day we have upright mantles, inverted mantles, those called junior mantles on account of their small size, and there are other styles as well. 22. The government of the United States is divided into three virtually independent branches: the legislative, which consists of the two houses of Congress, the law-making branch; the President and all his subordinates execute or enforce the law, and are therefore the executive branch; the judicial branch interprets the law—it includes the Supreme Court and all lower United States courts. 23. We, the People of the United States, in order to form a more perfect union, and establish justice, also for the sake of the insurance of domestic tranquillity, in order also to provide for the common defense, wishing furthermore to promote the general welfare, and secure to ourselves the blessings of liberty as well as to our posterity, do ordain and establish this Constitution for the United States of America. 24. With malice toward none,

feeling charitably toward all, firm in the right as God gives us to see the right, let us strive on to finish the work we are in. 25. The fame of most authors is kept alive by their works, but in the case of Samuel Johnson we remember the works only because we remember him. 26. We had good reason to believe that the delay was not an accident but intentional, and for supposing that the fort, which was strong both artificially and by nature, would be forced to surrender either by the treachery of the governor or by the cowardly general. 27. He determined on selling all his estates, and, as soon as this was done, to quit the country, believing that his honor demanded this sacrifice, and also in the hope of satisfying his creditors. 28. It was his custom to do most of his work in the morning and early afternoon, and the latter part of the day was devoted to reading and recreation; thus his brain was kept clear for hard study, and he spent his nights in sound and refreshing sleep instead of being troubled by dreams. 29. He was known to his country neighbors as a gentleman of cultivated mind, whose principles were high, with polished manners, happy in his family, and actively discharging local duties; and, among those with whom he was associated in politics, as an honest politician, of great industry, who was loyal to his party and attended to the interests of those whom he represented. 30. With the intention of fulfilling his promise, and intending also to clear himself from suspicion, he determined to ascertain how far the charges against his friend had been proved, and the motives of the accusers. 31. Queen Elizabeth's objects were few and clear: to preserve her throne, the keeping of England out of war, and the restoration of religious liberty and liberty in politics; her chief adversaries were Mary Stuart, who wanted the throne, Philip of Spain, anxious to destroy English commerce, and the Pope, whose hope was to restore England to the Catholic fold. 32. The set arrangement consists of two parts: the line, which includes the center, who has a guard on each

side of him, next come the tackles, and beyond each tackle is an end; the second part consists of the backs,—the quarterback behind the center, and behind the quarterback are the two halfbacks, with the fullback between and slightly farther back still. 33. Samuel Johnson was a man of strong passions; you could not bend his spirit; his temper was violent; as poor as a churchmouse, and yet no church dignitary could have been prouder. 34. The use of force against the American colonies was bound to be unsuccessful, because they loved liberty ardently, and their form of government fostered liberty, and liberty was encouraged by the principal religion in the north, and in the south those who owned slaves naturally prized their own freedom, and lastly the colonies were so distant from England. 35. It is said to be the ghost of a trooper, whose head had been carried away by a cannon ball, and the country people see him now hurrying along in the gloom of the night. 36. I know a little girl; she is about seven years old; she is very handsome; she has large brown eyes; her eyes have long silky lashes; her eyebrows are black; her hair is light brown and wavy; she wears it hanging loose; it is parted in the middle and combed softly back from the forehead. 37. As soon as he received the letter, Ivanhoe set out at once for Templestone, where he at last arrived very weary, and his horse was in the same condition. 38. I now began to see that we should run short of provisions, but when I told the fellows this, they told me to “forget it,” and that they did not expect to starve. 39. The plan was for somebody to gain admission to the castle disguised as a monk, and if admitted, he would change clothes with Cedric; thus Cedric would be enabled to escape. 40. Wamba informed Cedric where to go and that presently there would be an attack on the castle. 41. The Arab part of Algiers is a maze of twisting streets and unexpected stairways; the alleys are often blind; the gateways are narrow. 42. Paul sat up in bed and listened; the muffled sound was repeated,—again he heard it, more

loudly. 43. The letter was finally written, and Florence blotted the last page contentedly. 44. The tops of the trees held the sunlight awhile, then it rested on the hills, and finally night chased away the last lingering rays. 45. She seated herself at the piano, and the next moment the keys were pressed by her long, slender fingers. 46. If the meeting had been treated seriously, instead of our treating it as a joke, I think some good speeches would have been heard. 47. An attempt will be made on Sunday to enforce the state "blue laws," the newsdealers having been forbidden to sell newspapers on Sunday, and the livery-men are ordered not to hire out any automobiles. 48. Yonder is a close-shaven youth in a slouch hat worn in a happy-go-lucky manner, with a cigarette in his mouth, his hands in the pockets of his trousers, and he is busily engaged in observing the passers-by. 49. The guide told us to be very careful, as we were approaching a dangerous place, and that one misstep would mean certain death. 50. He now sat on the ground; his elbows on his knees; resting his head between his clenched fists; while he fixed his eyes on the earth with an expression of stony despair. 51. There were many remarks in the crowd about the aeroplane; some said that it was a fighting plane; to others it seemed to be a scouting machine, and a bombing plane was what still others considered it. 52. Capital punishment and life imprisonment both have their advantages, because, although capital punishment deters crime, an opportunity for reform is afforded by imprisonment for life. 53. The chief advantage of military preparedness is that it makes the nation free from danger; the cost is the principal disadvantage. 54. John was a happy-go-lucky boy who believed in having a good time all the time; but Ben was serious-minded, and spent all his minutes in hard work. 55. In the debate between the High School and the Academy, the High School was good because of its fairly strong arguments, the clearness of presentation, and the forcible delivery, while the

best points for the Academy were searching or thorough arguments, strong rebuttal, and they also repeated very effectively. 56. The academic course is better for the business man or traveller because it teaches general subjects, including modern languages; the specialist and inventors are benefited by a technical course, largely on account of the mathematics. 57. Wilson was a thinker, Roosevelt did things; Roosevelt was a man of many interests; Wilson held few purposes before himself; both were men of strong personality. 58. Let our aims toward the Philippines be those of enlightenment, not to subdue them; to Christianize them rather than colonization; we ought not to seek markets there but give them freedom; they must not become slaves but should eventually rise to an equality with us. 59. The League of Nations purposes to keep the world from war, while the object of the Monroe Doctrine is to keep war from the western hemisphere alone; but the success of the latter has depended upon the will of a single powerful nation among weaker neighbors, while the League of Nations, if it succeeds at all, will have to depend for its strength upon the consent of a number of nations almost equally powerful who are by no means in perfect accord. 60. Although a Savage gun is more powerful than a Remington, the latter shoots with superior accuracy; the latter is more carefully made, but the former has better materials in it.

*Exercise 33.*—Balanced sentences to compose (see sections 137-138). Compose a perfectly balanced sentence of thirty-five words or more, on each of the following topics. The sentences must be well written in all respects: 1. The advantages and disadvantages of football in the school. 2. Summer and winter sports. 3. The merits of football and baseball compared. 4. Reasons for and against going to college. 5. The various uses of the aeroplane as an arm of offensive warfare. 6. The various uses of the aeroplane as an arm of de-

fensive warfare. 7. Civilized and barbarous methods of warfare. 8. Reasons for and against compulsory military training in schools and colleges. 9. The advantages of belonging to a debating society. 10. The study of dead languages and modern languages. 11. The relative usefulness of learning French, German, and Spanish. 12. Seashore or mountain, for the summer? 13. Autumn and winter, in school. 14. The qualities of an ideal football captain. 15. The qualities of an ideal friend. 16. Studying for marks, and studying just to "get by." 17. A cat or a dog as a pet? 18. A home in the country or a home in the city? 19. The chief merits of my native town. 20. Objections to student self-government. 21. Reasons why I am going to college. 22. Advantages (or disadvantages) of entering the army as a profession for life. 23. Spring and fall. 24. An underclassman—a senior. 25. Differences between day school and boarding school. 26. Studying in your own room and studying under supervision. 27. Labor unions, and big corporations or trusts. 28. What is a republic? 29. Qualities which make for success in business. 30. The machine gun and the heavy howitzer. 31. Two makes of automobile compared. 32. A business street on Saturday night and Sunday morning. 33. The pleasures of sailing. 34. The joys of camping out. 35. The kind of novel I like. 36. The kind of weather I detest. 37. Washington and Lincoln. 38. A slum street and a boulevard. 39. Modern warfare and ancient. 40. The right and wrong way of learning to swim. 41. Magazines and school books. 42. Plays on the stage, and moving pictures. 43. The colonization of America. 44. Noon and night. 45. Drawing in charcoal and painting with water-colors. 46. American wars. 47. Napoleon and St. Paul. 48. The pen is mightier than the sword. 49. What I should do with a million dollars. 50. Faces in a crowd. 51. Street sounds. 52. April weather. 53. Pride goeth before a fall. 54. The East and the West. 55. Youth and old age. 56. The Democratic and Republican

parties. 57. Boys and girls. 58. Two kinds of jokers. 59. The busybody and the do-nothing. 60. Thinking and dreaming.

*Exercise 34.*—The strong close (see sections 140-141). Improve the forcefulness of the following sentences by putting the most important idea at the end of the sentence, and, whenever possible, the next most important at the beginning, and the least important in the middle. Also subordinate the subordinate ideas: 1. That play is against the rules of the game—at least I think so, but I left my rule book at home by mistake. 2. You may be sure that the boys hurried home as fast as they could when they heard the news, expecting some fun ahead. 3. The speaker sat down on the bench very quickly at this—he had evidently been surprised at the sudden turn of events. 4. Rebecca called to the cab driver to stop please and let her climb up on top with him; but this was not until they had gone so great a distance that she had become restless. 5. The major grew very anxious finally as they were travelling in a roundabout way. 6. The days when he too should be a great business manager were the subject of his musings while he sat before the log fire in the long winter evenings. 7. The turn in the road is very sharp where the automobile ran down the wagon, I am told, though I have not personally visited the spot. 8. A man so hideous that the very guards who arrested him were forced to shut their eyes as they led him along, arrived in the city not long after the proclamation. 9. The greatest advantage of swimming as a physical developer, is that it develops in harmony the muscles of the body. 10. These three advantages were strong recommendations, and we had certainly found a good site for our camp, we thought. 11. His chances of winning would be certain if he were to be judged by his looks and his voice, I believe. 12. A man would be richer but lonelier at the end of his life if he spent his money only on what was necessary,



and never sacrificed anything for the sake of friendship—at least I suppose so. 13. The first act is very exciting, but the rest of the play is rather dull, I think. 14. Our guide, a little peasant in a gray shawl and a white cap, walked a short distance ahead of us. 15. Our trip was the most successful in our experience, you may be interested to know. 16. To imprison the whole crew seems unjust, though care must be taken to prevent the only guilty man from escaping. 17. No doubt it was from his pride that Darnay's long silence on that subject came. 18. The basement and nearly all the first floor are completed, so far as the exterior goes. 19. Can you not see that one can do whatever he sets his heart on doing, if it is possible? 20. Many a man goes the downward way for want of a helping hand, no doubt. 21. *The House of the Seven Gables* is Hawthorne's best book in my opinion. 22. I think one should not always express his private opinions too firmly, though he of course has a right to them. 23. Being once asked how he came to make a certain bad blunder in his famous dictionary, "Ignorance, madame, sheer ignorance," answered Doctor Samuel Johnson. 24. The idea of the Forest Service is to have lumbering economically done, not to prevent lumbering. 25. The captain's absolute power sometimes led to petty tyranny in the old sailing vessels, according to Dana's *Two Years Before the Mast*. 26. The first thing that strikes us is the lack of scenery in the way plays were presented in the time of Shakespeare. 27. By a curious irony of fate the places are often singularly beautiful to which we are sent when health deserts us, I have often observed. 28. Never more strikingly than in the battle of Landen was the change illustrated which progress has produced in the art of war. 29. The bump, bump, bump of the boat, as she jumped from wave to wave, and the irregular rocking and lurching, can be appreciated only by one who has taken such a sail. 30. Whenever Sir Roger went to church, the people would all wait until he had walked up the aisle and had sat

down, before they would take their seats, such was their respect for him. 31. Whenever the two men happened to visit the house, both at the same time, trouble always followed, according to the information that has reached the police. 32. It is not always easy to tell just when an eruption is going to occur, by the various symptoms which a volcano displays, such as rumblings, tremors, emission of steam, etc. 33. All the more important Greek and Latin authors had already been read by my son, though he was still but a young boy. 34. I received my first impression of the Deer Park of Illinois while on a bicycle tour through the state with a friend of the same age and enthusiasm for wheeling as myself. 35. There are three criminals among the men, to one among the women, in this city. 36. As I descended the gentle slope toward the spot where the ruin lay, the long straight rows of towering maples stretched out before me. 37. It is certainly to the interest of the city to have as few criminals as possible within her borders, if law and order are to be maintained. 38. Hereafter any child under the age of fifteen who is found on the street after nine o'clock in the evening will be dealt with severely, unless he has some plausible excuse for his presence on the street after that hour. 39. This store will close at 4:30 p.m. from June 1 to September 15. 40. I was invited for a sleigh ride by some friends the other evening, after a fresh fall of snow, which lay thick and soft on all the roads. 41. A prize-fight is considered a brutal affair by the average person, yet football is not regarded so by him. 42. My nurse never left me for a moment except when she was called from the room to consult the doctor or left to prepare my slender meals. 43. He said "and so forth" are the laziest of all the words in the English language, and I agree with him. 44. The pocket book contained about twenty dollars, a return ticket to New York, and a key, as we discovered when we at last made up our minds to open it and examine the contents. 45. I am aware of no streets which equal those of the new town

of Edinburgh, in simplicity and manliness of style, as far as I am acquainted with modern architecture. 46. Euclid Avenue, with its broad lawns, and with Wade Park as the fitting climax of its spacious beauty, is the most attractive driveway in the United States. 47. Minnesota has many beautiful lakes: Mille Lacs, fringed with dark pines; Osakis, with its beach of glistening sand; Minnetonka, skirted by a lovely boulevard bordered with cool lawns and cozy cottages; and many others not so big. 48. It is melancholy to think that both domestic and political vexations should have clouded over the last months of his life through no fault or folly of his own. 49. Addison's essays on literary subjects are the least valuable of his contributions to the *Spectator* in the judgment of our age. 50. The name of the Golden Horn was obtained many centuries ago by the harbor of Constantinople, which may be considered an arm of the Bosphorus. 51. A piece of stonework, no less than three centuries old, bearing the arms of the City of London, has recently been unearthed in Leadenhall Street, from the ruins of an old building when the foundations of a new structure were being laid; the date, to be exact, was 1609. 52. Novels are injurious to many young people: the intellect is not developed by them; they cultivate the emotions too much; they destroy the taste for more solid reading; all this is true of most novels, at least. 53. There was a murmur of expectation; it lasted a few minutes; at length it was hushed by the opening of the door; the Earl made his entrance; he was preceded by his chamberlain and the steward of his family; he was followed by Richard Varney.

*Exercise 35.*—The strong close: additional exercise (see sections 131-132, 140-141). Improve the forcefulness of the sentences in exercise 28, according to the principles of subordination and the strong close. But in narrative or story-telling sentences, make no rearrangement which would cause the

events of the story to stand out of their natural order; in such cases state that the natural order of events prevents your rearranging for a strong close.

*Exercise 36.*—Periodic style (see sections 143-146). Rewrite each of the following sentences in periodic form, giving the greatest possible force to the idea expressed in the words that have been italicized: 1. I had *the most enjoyable excursion of my life* last summer when I took a canoe trip with a cousin who was visiting me. 2. The rain stopped, the sun came out, all nature wore its happiest aspect, but *nothing could restore* the wreck and desolation. 3. *I do not envy* a man like him, even though he is wealthy, for he has made his wealth by grinding the faces of the poor, by ejecting the needy from their hovels for arrears of rent, by deceiving the widows and orphans, by denying even himself the simple, natural joys of which a wholesome life is full. 4. A private soldier in modern warfare is expected to have some measure of initiative and intelligence, it is true; but he is also expected *to obey* without question and promptly, no matter what he may think, whenever he receives an order from a superior. 5. *Shall we desert our nation* at a time when she needs us most, we who have enjoyed in times of peace the blessings of protection, education, law and order, and equal opportunity for all? 6. I tell you, sir, that *I should have struck you in the face*, and have done it unhesitatingly, if you had said of me, here in an open session of Congress, what you are reported—I hope incorrectly—to have said of the honorable member from Oregon, whose character is above reproach. 7. But *Cæsar made no further resistance*, for his heart was broken when he saw that Brutus, the man whom he had loved and befriended, was among the assassins; he was overcome with the ingratitude of the man. 8. The lottery conducted through the mails is the *most pernicious* form of gambling, since it uses for its instrument the Post Office Department,

and the Post Office Department is a part of our national government. 9. You will fall down on your knees and *will admire so many blessings which you have received at the hand of God*, instead of repining at your afflictions, if you look about you and consider the lives of others as well as your own, if you think how few are born with honor and how many die without name or children, how little beauty we see and how few friends we hear of, how many diseases, and how much poverty there is in the world. 10. *The queen entered at last*, when the folding doors were thrown open; she was accompanied by her maids of honor and ladies in waiting; her entrance had been preceded by a buzz of expectation among the crowd in the room, and was accompanied by a sudden hush which instantly gave place to an instinctive burst of applause. 11. And thus I believe I have *demonstrated the importance of compulsory education*, for you will remember that I have shown you the beneficial effect it produces upon public health and morals, and I have indicated how it makes for law and order as well as decreases the likelihood of corruption in politics, nor will you forget that I have shown you how inexpensive it is in proportion to the sums disbursed by the community upon objects of less value. 12. My argument has thus been in the nature of a proof by elimination; we cannot resist the conclusion that *the wisest course will be to maintain our military establishment at its present size*, for there are only two other possible courses, either to increase it or to decrease it, of which the former will serve, as I have shown, only to defeat its own object, while the latter is clearly inconsistent with national safety. 13. Other republics, in the past, have fallen, but *the United States will not fall*—or such at least is our fervent hope and expectation; for other republics have contained within themselves the seeds of their own decay—slavery, lawlessness, impérialistic ambitions; but our nation, reared in the principle of perfect equality, and protected by the isolation of two oceans, contains within itself the seeds of

its own perpetual life. 14. What was my surprise to find *a party had been secretly assembled* to celebrate my birthday; I had come to the melancholy conclusion that the anniversary, so much more important to me than to anybody else, had been quite overlooked by my family and friends, and I had expected to come home to an empty house and to go up stairs and quietly to bed. 15. Montcalm had admonished the Indians to refrain from the acts of barbarity to which they were used; he had strongly charged them to observe during the ceremony of evacuation the laws of civilized warfare; but his savage allies bore the arms which he himself had supplied them, and were possessed of ferocious instincts which he could not hope to change over night; *he was therefore much to blame* for the massacre at Fort William Henry. 16. On the other hand, it may be argued that *the blame rests not so much upon him as upon the system then in vogue*; Montcalm did not invent the system of making the Indians allies; many other French generals had used it before him; indeed this infamous practice had been engaged in by the British equally with the French. 17. The British themselves engaged in this wicked practice *even down to the days of the Revolution*, in spite of their angry outcry against the French and their bitter experience at Fort William Henry; the truth is that neither France nor England had sufficiently developed a national conscience in this respect. 18. Indeed *the American colonists shared in the cruel practice* of using the Indians as allies, for they acquiesced in the French and British usage in this respect during the Colonial Wars, and would doubtless have employed the Indians against the British in the Revolution had circumstances permitted their doing so. 19. Washington had fought in one of the French and Indian Wars himself; he had heard of the horrors and miseries of the others; he was well aware that these wars had none of them originated on American soil but had been forced upon the English and French colonials by their mother countries in Europe; *it was therefore not theory*

*but vivid experience* which impelled him, in his Farewell Address, to advise the United States against entangling alliances abroad. 20. The idea of a League of Nations is as old as the history of ancient Greece, but the spirit which will make it more likely than ever before to succeed is *a growth of modern times*; and that spirit is the spirit of mutual dependence, mutual forbearance, and of universal brotherhood. 21. More than a hundred years ago Washington preached against entangling alliances abroad, but since his day the increased speed of communication has brought New York and London nearer together than New York and Philadelphia were then, and what with our steamships, our oceanic cables, our colonies, and our universal trade, we are now, in a business sense at least, *inextricably entangled with every nation of the globe*. 22. *We had best press on to the problems of the new era*; it is vain to regret that a new era has arrived, for arrived it has; and many of the teachings which were sound national policy in the old days apply no longer now. 23. *The flying machine is the greatest invention* of this Age of Invention, to my mind; steam and electricity have wrought wonders, it is true; but the flying-machine will revolutionize exploration, protection of national boundaries, travel, methods of warfare, and the fundamental rights of private property. 24. Other propositions have been made to Congress in the past, which were dangerous and revolutionary, or which showed an indifference to public duty or a contempt of private rights; but *none has ever equalled the alarming proposal now before the House*. 25. I end, therefore, as I began, *by entreating you to preserve this nation whole and entire*; I have shown that to secede from the Union would be an act of questionable legality at best; I have shown that to do so would lead inevitably to civil war; I have shown that secession, even if accomplished without strife, would reduce this continent to rivalry, poverty, weakness, and disaster.

*Exercise 37.*—Glossary: assignment I (*able through crook*) (see section 164). Point out and correct in the following sentences any errors explained in the glossary: 1. The witnesses told their stories with all the exaggerations that uneducated people are apt to make; and the audience believed everything. 2. People were awfully superstitious in the Middle Ages. 3. The testimony had a bad affect on the prisoner's chances and greatly increased her danger. 4. She was charged with possessing awful and supernatural powers. 5. The accusations were contemptible falsehoods. 6. Though in deadly peril, she did not claim the pity of her judges, but only justice. 7. The government does not have on hand barely enough shells to last our fleet one week. 8. Artillery is a big factor in modern warfare. 9. A man who's possessed of any courage doesn't back down the moment he sees the people are against him. 10. Aside from his awful surliness, Gurth was a good servant. 11. Some of the officers claimed that their prisoner had a right to telephone his family. 12. Precautions were taken against the liability of his effecting his escape. 13. It was proposed that the bunch should meet in back of the woodshed. 14. The balance of the nineteen thousand troops will immediately cross the border. 15. There is little doubt that we have a big undertaking on our hands; yet the crisis is big enough to make it necessary. 16. Our patience under continued insults has led the Mexicans to think contemptuously of us. 17. They fail to see the temper that lies back of our patience. 18. We are much in need of a military organization which shall not be as ineffective as it is at present. 19. He claims the right to be recognized as provisional president of northern Mexico. 20. He is a cunning but contemptible crook. 21. He burns continuously with deadly malice towards us, and is likely to exert, as long as he lives, an injurious effect upon our relations with his unhappy country. 22. Stevenson starts his story at once, without waiting for a couple of chapters, as so many novelists do. 23. In



spite of the courage of the attackers, the castle was unable to be taken by direct assault. 24. Though gifted with great talent, and able to paint the most beautiful pictures, he could not seem to make scarcely a living. 25. He was badly injured and hardly conscious, but after I had cooled off his hands and face for a couple of minutes, he revived. 26. It is certain that he would have died if I had not been awfully prompt in coming to his aid. 27. When I visited him in the hospital yesterday, he said he was not apt to try any tricks with his auto very soon again. 28. Most crooks are not as easily able to be caught by the police as many people suppose. 29. It's not simply a matter of hunting up his photo in the "rogues' gallery" and then going out and arresting him. 30. The audience at the gym exhibition were amazed at the performer's ability to balance himself.

*Exercise 38*—Glossary: assignment II (*crowd* through *frightful*) (see section 164). Point out and correct in the following sentences any errors explained in the glossary: 1. The baron demanded the old man to pay over a large ransom. 2. The public ought to find out who is responsible for the fearfully poor service on the street cars, and fix the blame on him. 3. Carranza is a different kind of man in many ways than Villa. 4. The least infraction of the game laws may get you into a fix with the authorities. 5. I expect Stevenson must have learned a good deal from the mistakes of previous writers. 6. As soon as he was arrested, he demanded the police to let him call a lawyer. 7. It is dreadfully hard for a fellow not to be able to accept an invitation to a fine dinner-party at the house of a fearfully pretty girl, but that is the fix I am in. 8. I think the professors are down on me, and besides that I am so dumb that I cannot pass my examinations except by a fluke. 9. Perhaps one of the intellectual fellows will help me to fake up enough dope to pass; that would be elegant. 10. The banquet hall is very costly, but

a little too gorgeous to be truly elegant. 11. The toastmaster's stories were so dreadfully funny that he kept the diners in a perpetual roar. 12. The doctor told me that I may feel perfectly fit now, but that if I keep on playing tennis on cement courts my feet will soon be in a frightful condition. 13. I wonder whether he has the correct dope on the danger of playing on cement courts. 14. A man should fix as soon as possible on what his life work is to be. 15. But firstly he should secure a good general education, so that he will be in a position to make a good choice and know exactly what to expect. 16. Fine men in the wrong business are to be met everywhere. 17. The other night, as I was going down the street, I saw one of these faker fellows with a big crowd around him selling some patent dope like hot cakes; he was demanding a high price and must have been doing a fine business. 18. I looked everywhere through the crowd. 19. I expected to find some fellow I knew. 20. I was in a dreadful fix and was too dumb to know how to get out of it alone. 21. His fine character won him the respect of his fellows. 22. Firstly, find out what your duty is. 23. Then fix your whole mind on it. 24. Don't get the impression he is down on you. 25. That would make you too fearful of failure. 26. Demand your rights, instead of remaining dumb when you ought to speak out for them. 27. The elegant clothes he wore showed an appreciation of fine things. 28. We expected to have an elegant time on the picnic but were fearfully disappointed. 29. I expect everybody has to be disappointed frightfully, at some time or other. 30. He fixed the engine so quickly that the breakdown had hardly any affect on our time.

*Exercise 39.*—Glossary: assignment III (*funny through in condition*) (see section 164). Point out and correct in the following sentences any errors explained in the glossary: 1. A man should grab every opportunity he can to perfect himself in his chosen occupation. 2. Twice he narrowly es-

caped being hung as a spy. 3. A grand range of mountains makes a great semicircle round half the little village. 4. I guess there isn't hardly a more healthy spot in the world. 5. In fact, when the end of the summer comes, I hate the idea of being back home in the city again and hustling for a living. 6. But at least I go back with my body in condition again, as a result of the healthy food and the freedom from the hot air of the city in the summer time, and ready to put some punch in my work. 7. You are so horribly grouchy that I guess the best hunch is for me to leave you alone. 8. One of the funniest and yet most pathetic incidents in the book is the hero's attempt to commit suicide by jumping in the river; he forgot that it was frozen (for it was winter time) and all he got for his pains was a grand bump. 9. After that he gave up and decided to live. 10. The rude thwack brought him back to his senses, and he got up and went at his troubles with more snap, determined not to give in. 11. All the talk which one so often hears about having a hunch that something is going to happen is in my opinion pure hot air. 12. In case we get into war with a great European power, we should soon have to give in unless we had a larger army than we have got now. 13. When the war broke out, he was a lawyer at Bristol, and not getting on very well. 14. You have got to learn the game laws very thoroughly, for it is funny how soon the wardens get on to you if you hunt out of season. 15. A gorgeous sunrise is one of the most good-looking sights in nature, and it is funny that people do not often get up early to see it. 16. I had not barely got home before the storm broke. 17. I hustled in the house in a great hurry. 18. The moment I was home, a grand thunder-clap announcement the coming of a shower. 19. It was a gorgeous shower and did the country much good, I guess. 20. A particularly good incident of Brutus' kindly character is his treatment of Lucius. 21. Lucius was so sleepy that he was in no condition to play, for he could not scarcely keep his eyes open. 22.

Brutus saw this, and instead of being grouchy ordered the boy to bed. 23. But the funny part of it was that the boy grabbed his instrument and began to play. 24. The boy's fidelity brings home to the audience the kindness of Brutus, for I guess a page who had not got so kind a master would not be so anxious to please him. 25. This trait in his character makes his assassination of Cæsar all the more horrible. 26. The only reason he hung back at first was his doubt of what his duty was. 27. When home he lived a quiet and wholesome life. 28. He had a wife who was not only good-looking but true and faithful to him. 29. Pick out a good-looking apple. 30. He is so good-looking that I believe he must be a man of saintly life.

*Exercise 40.*—Glossary: assignment IV (*individual through out*) (see section 164). Point out and correct in the following sentences any errors explained in the glossary: 1. I saw it would be no use not to leave him have a day off of his job; the weather was so hot that he would only get mad and kick if he didn't go. 2. The outlaws were laying for wealthy travelers in the near by woods. 3. The conspiracy lost out on account of Antony's oration, which was mighty eloquent and had a lot of effect on the people. 4. Last summer I had a nice fishing trip in the loveliest woods I ever saw. 5. I stepped off of the road into the meadow and almost stepped onto a snake. 6. I am filled with a sort of a horror by snakes, and the shock most laid me out. 7. It does no good to ask such mean individuals as those who compose the City Council to loan any of the municipal funds for even so magnificent a charity as this. 8. Team work succeeds better than individual play. 9. They loaned her a lovely tea-set for the reception. 10. She is simply mad about their magnificent new house. 11. It is convenient you live where you do, for it is mighty near by. 12. It was sort of nice of them to invite us to dine. 13. There are lots of things in our house that are absolutely

no use to us. 14. I should like to see them all taken off of the premises and sold. 15. I lost out on my guess that the moving would take most of a week. 16. My teachers are just mean enough to lay for me in class day after day. 17. An individual with a nice conscience would never do that. 18. I left the men still at their job of tiling the roof. 19. Unintelligent kindness is apt to do no good. 20. Nowheres near by could we have found a better house. 21. The lot is well situated, but the landlord has been too mean to keep the house in good repair. 22. We are going to lay out the side yard in a kind of Italian garden. 23. He has had a lot of mighty interesting experiences. 24. The near by trolley line will be most convenient; it is most a block away, but nobody could kick at that. 25. I kicked at the door and asked him to leave me in. 26. The dining room, though it opens off of the hall, is mighty pleasant. 27. It is nice to have the library open onto the verandah. 28. They have loaned us lots of things in times past. 29. Words, though they have nice distinctions, are called synonyms if they mean mighty nearly the same thing. 30. Charles Lamb's lovely character shines out in his treatment of his mad sister.

*Exercise 41.*—Glossary: assignment V (*outside through scared of*) (see section 164). Point out and correct in the following sentences any errors explained in the glossary: 1. He said right away that it was useless to try to keep posted on current events without reading the newspapers every day. 2. Outside of the question of making shells, we need storage depots also. 3. The Colonel sent for him and said for him to ride round behind the enemy's lines and collect information. 4. The scouts came upon the general quite by accident. 5. Quite a few people are running down the mayor for not having enough push. 6. They say that though nobody has a pull with him, he is real unprogressive. 7. Hendry's proposition was that they should suddenly spring upon the guard

and stun him with their handcuffs. 8. I took plenty of time but found no traces of the boy who had thrown the rocks at my carriage. 9. There were actually quite a few people keeping secret watch at all the crossroads, outside of the regular sentinels posted there. 10. A quarrel rarely ever occurs without each party to the dispute being partly in the right and partly in the wrong. 11. It is therefore idle to argue that we ought to prefer some other means of settlement than arbitration. 12. He found that running the business properly was a plenty difficult enough proposition, without attempting anything else. 13. The workmen who were on strike because the raise promised quite a while ago had not yet been granted, soon resorted to throwing rocks at the factory windows. 14. The owner of the factory was quite sure he would win the struggle in the long run. 15. He was not all scared of the strikers' threats; the only thing that peeved him was that the police department was so rotten that his strike-breakers were rough-housed by the mob every day going to and returning from work. 16. He announced that he would prefer going entirely out of business than giving the employees any say in his affairs. 17. It is a disagreeable habit to run down a party you hardly know by sight. 18. She rarely ever refuses to be a party to a plot against somebody's character. 19. She wants to have her say in every dispute. 20. And yet she is real scared of being sued for libel some day. 21. Quite a number of times she has said some real rotten things about you. 22. There is so much pull and corruption in the government that the whole administration is rotten. 23. The government should be reformed right away. 24. Our party leaders said for us to hang together if we wish to pull a strong oar. 25. Beating the party politicians is quite a hard proposition at best. 26. I think I should prefer almost anything than going into politics as a profession. 27. You do not need to try it but once, to see what a rotten occupation it is. 28. If respectable citizens kept themselves posted on political

affairs and put plenty of snap into electioneering, we could raise the standard of politics. 29. The best class of citizens rarely if ever come out to the polls in large numbers. 30. The rock bottom of good government is the vigilance of good citizens.

*Exercise 42.*—Glossary: assignment VI (*show through wonderful*) (see section 164). Point out and correct in the following sentences any errors explained in the glossary: 1. She was very excited when the messenger failed to show up on time. 2. She made a splendid effort at self-control, though it was a terribly hard thing; for she was determined to try and conceal what she knew of the affair until the police were through with their investigation. 3. He penetrated the Union lines way behind McClellan's army, and started to collect information. 4. No one has a show at succeeding unless he goes into the thing with some snap, and keeps at it until he is through. 5. He has that changed in his whole appearance that I should have to work some to try and imagine how he could be changed more than he is. 6. I started out down Shallow Creek, with Hamptonville as my destination. 7. By the time I got through my first day's paddling, I was very fatigued. 8. Among the prisoners was a man named Hendry, whose record was an ugly one. 9. He starts to wander away from a topic as soon as he begins it. 10. He ended up his speech with a wonderful burst of eloquence on the subject of the recent slump in business, and sat down amid tremendous applause. 11. If he is invited to be the party's candidate at the next election, he is not likely to turn the offer down. 12. Of course the Reform League committee were wise to the fact that this was the work of the boss, but professional politicians are that slick you can never quite catch them; so matters stand as they did. 13. Many criminal gangs are caught by one of their own number telling on the rest in the hope of immunity for himself. 14. I start this week for a trip way

off from civilization. 15. I am too wise to turn down an offer like that. 16. The stock market is experiencing a tremendous slump. 17. It is wonderful how he gets through so large an amount of work every day. 18. Take off your things and rest some before you start out again; you are that tired you must feel kind of faint. 19. It is an ugly trait of character to enjoy telling on somebody else. 20. We will lunch together, then; but unless you show up promptly, the thing is off. 21. One more thing in favor of a large navy: it will be the cheapest thing we can do in the long run. 22. There was not much good acting; the costumes and scenery made it merely a wonderful show. 23. I ought really not to have gone this far with you. 24. As long as the business venture is started, let us see it through. 25. I am wise to the fact that you want to see it ended up at once. 26. He made a terrible effort, and so broke a blood-vessel. 27. It was splendid of you to try that hard. 28. I was very shocked to hear that he had turned down a golden opportunity. 29. He will never be given such a show to make money again. 30. All my furniture was terribly scratched up in being moved to the new house.

*Exercise 43.*—Glossary: general review (see section 164). Point out and correct in the following sentences any errors explained in the glossary: 1. He made a good scout because he was scared by absolutely nothing. 2. We were very insulted by the contemptuous language with which the committee said for us to keep our hands off of their affairs. 3. Our guide was so splendidly posted on the history of architecture that our cathedral tour proved lovelier than we had expected. 4. I just unpacked my things, ate a cold supper, and fell asleep in my blanket right away. 5. Early next morning I guessed I would try and catch a fish for breakfast. 6. As soon as the suspicious-looking party boarded the train, the detective moved up and sat right back of him. 7. Our campsite is splendidly healthy. 8. It was a wonderfully fine speech



and had quite an effect on those that heard it. 9. But the newspapers were all owned by the boss; so they printed an awfully small account of it. 10. At the next meeting not nearly as many people showed up, and everywhere it was whispered about that the reform campaign had taken a decided slump. 11. The committee realized that they would certainly have to hustle some if they wanted to win out over the politicians. 12. My proposition is that private companies should loan their factories to the government in time of war. 13. I didn't find but two men, though I was quite sure there had been most a dozen talking. 14. There is no use in kicking against laws like that, for if you did it wouldn't get you anywheres. 15. I had a lot of the most curious kind of experiences on my last trip. 16. The view from the mountain-top was mighty magnificent. 17. From a near by ridge may be had a view of the loveliest ravines and gorges it was ever my lot to see. 18. To spend a summer among surroundings this beautiful, takes all the meanness out of a fellow. 19. Between want of food and melancholy he had nearly gone mad. 20. I spent most of a week in the attempt to try and study out the haunts of Robin Hood and the traces of Sherwood Forest. 21. The remains of the forest are very scattered. 22. Some people will ruin every fine old tale of heroism by telling you it is only a legend. 23. They will tell you that George Washington was not different, in the matter of truthfulness, than other boys, and the cherry tree incident is not able to be proved historical. 24. Colonel Wildman's company was a big help to me in my explorations. 25. The Pilgrim Oak, which is most a thousand years old, stands in back of the gate-lodge of Newstead Park. 26. It is claimed that country festivals have been held under its branches ever since the days of King John. 27. I expect that this is quite possible. 28. The old Lord Byron wanted to turn the grove into a turnip field, and so he said for the venerable tree to be cut down. 29. But the people of the near-by villages were very

interested in this old relic of Sherwood. 30. The young Lord Byron, who was the famous poet, was very different than his father. 31. So the villagers bought it and presented it to him. 32. Isn't it funny that there should be such indifference in some individuals to things not strictly useful! 33. Our morning's ramble was finished up with a visit to another tree. 34. We had to ride quite a long way to get to the Oak of Ravenshead. 35. The cheerless marshes had an awfully depressing effect on our minds. 36. The oak has been slowly dying for the last couple of centuries, and I do not expect it to survive much longer. 37. Near-by the Ravenshead Oak is a cave scooped out of brown freestone, with columns and arches, which the outlaws made an unsuccessful attempt to try and polish up. 38. Here Robin Hood hid lots of times when hotly pursued. 39. His pursuers could never seem to guess his whereabouts, though they were quite sure he was somewheres in the neighborhood. 40. The mouth of the cave is elegantly concealed by a kind of a natural screen of oak and alder. 41. It is totally invisible to whoever passes even very near by; rarely ever, except by accident, would anybody be apt to find it out, and it must have been a splendid hiding-place. 42. We were fearful that the night would fall before we got to Mansfield. 43. The Colonel must have told me most a hundred interesting legends before we were through our ride. 44. I guess he is real well posted on all the traditions of Sherwood Forest. 45. It was after nightfall before we showed up at the Mansfield Arms, and we were so very fatigued as not to enjoy our meal. 46. My guide insisted on starting out next morning very early; so we set out about six o'clock. 47. When we got to the top of Kirkby Craggs, we found a niche in the precipice, called Robin Hood's Chair. 48. Here the outlaws kept a watcher posted, when laying for wealthy travelers in the valley below. 49. We now started off to examine the cavern which is claimed to have been Friar Tuck's cell. 50. Here he held many drunken revels, which

were quite in keeping with his jovial character. 51. Scott's *Ivanhoe* describes similar revels, but this cavern is a different place than the hermitage at Copmanhurst. 52. The original forest was terribly extensive; and even after so much of it has disappeared, the balance affords plenty of rambles in all directions. 53. In fact the sights and relics are plenty numerous enough to last me a month if I went exploring continually. 54. Among a lot of terrible adventures, a particularly frightful incident was when he fell into a very deep sink-hole and found a grizzly bear at the bottom. 55. During the awful fight which followed he was badly bitten and got a leg and an arm broken. 56. He lived on raw bear's-meat for most a week, but by a splendid effort at last crawled out to a near-by water-hole. 57. Although in the event of a great war we should be unable to defend ourselves, there are countless individuals in our nation who cannot seem to realize our danger. 58. Since we haven't got a large army, we need a navy so big that even by some fluke it would be unable to be passed by any attackers. 59. De Bracy was so unused to a good-looking lady's tears, that when Rowena started to weep and get hysterical, he saw he would have to back down. 60. The defenders said that they were through with any idea of mercy, and their prisoners would be hung at noon if the attackers dared to try and storm the castle. 61. The Templar believed that all peasants were scared of men in armor. 62. He made a dreadful mistake this time, however, and in fact utterly failed to realize the beautiful fix in which he and his fellows were placed. 63. For the bunch of peasants outside of the castle were in sober earnest; the attack was no fake, and they were determined not to give in. 64. Furthermore, the siege was being run by men who knew their job, who had had experience in military operations and so were fit to handle this proposition. 65. Firstly the besiegers demanded the garrison to release the prisoners, under penalty of the most horrible punishment if the castle

was captured. 66. If they did not leave them go right off, it would be no good to try and put the blame onto some one else. 67. Quite a few of the peasants were Cedric's serfs, men who were so down on the Normans for their ugly record, and so loved Cedric, that they would prefer dying themselves than having Cedric remain a prisoner. 68. There are quite a few reasons for believing Hamlet to have been really mad, though it is kind of hard to prove any one's insanity. 69. The crowd in the courtroom wasn't hardly a quiet audience; their continuous uproar and continual interruptions effected the jury a good deal. 70. With his life hanging in the balance, and standing almost in the awful presence of death, Darnay behaved like the brave sort of man he was. 71. He claimed his liberty on the plea that he was not an emigrant within the meaning of the word as the law used it, but the jury was too dumb to understand nice distinctions like that. 72. He had no show against a bunch of crooks, who had made up their minds way before not to turn down a single chance of punishing an aristocrat. 73. They started to shout he was a hated aristocrat and therefore for that reason alone liable to death. 74. The best dope I know for cooling off at the end of a working day and getting rid of a grouch is to grab a friend and take a spin in your auto. 75. That's a grand way of putting the pep back into you; and when you are home again you feel in condition once more. 76. I was feeling rotten yesterday afternoon, but I had a hunch that I needed a spin; so I jumped in my car and had a gorgeous ride. 77. It's no use to expect a raise, for you'll never get a pull as long as you run down the company that gives you your job. 78. You might just as well get wise to this fact. 79. I have got to try and guess which casket has got your picture inside of it. 80. The guards posted in the doorway were unable to handle the angry crowd that poured in the building. 81. The enraged citizens poured in, in one continuous stream. 82. To be real frank, the guards were not as brave as they

should have been. 83. The colonel is apt to be blamed for posting so few guards at the point most liable to the assaults of the attackers. 84. The soldiers had no show against such a proposition as this. 85. The employees said for him to find some one well known to each party in the dispute, who could arbitrate. 86. But the head of the union claimed the Oil Company would bribe any arbitrator able to be found. 87. He was not as foolish as to believe any promises the company was liable to make. 88. The company had got to do something practical, like giving the men a raise in wages. 89. The big question was one of hours. 90. Any attempt to avoid the issue would be a contemptible trick and would only peeve the workmen more. 91. Outside this, the strikers demanded that they be allowed some say in the running of the shop. 92. The balance of the disputed points they would leave to arbitration. 93. The company were mad at the demands and made a tremendous kick. 94. They said they owed money on a lot of loans already. 95. Unless the employees came back at the same pay it would be no use to run the business at all. 96. It was funny that laboring men thought that necessary capital could be secured without paying for it. 97. The company had got to stand all the risk, and the laboring men wanted to grab all the money. 98. It was mighty mean, as well as real silly, for the union to drive the company into bankruptcy. 99. The company had not hardly been able to make both ends meet for quite some time. 100. If the company granted a raise to the men, it would be unable to be saved from failure.

*Exercise 44.*—Vocabulary-building. With the aid of the glossary (section 164), a dictionary, and, if possible, a book of synonyms, ascertain the difference in meaning between the words in each of the following groups. Be able, also, if the words differ in strength rather than in meaning, to arrange them in order of strength. Be able to use every word cor-

rectly in a sentence. Keep to the principal or central meaning of each word; disregard its unordinary uses. 1. Acquaintanceship, circle, clique, friends, group, set. 2. Decline, refuse, reject, scorn, spurn. 3. Admonish, rebuke, reprimand, reprove, take to task. 4. Faultless, flawless, ideal, perfect; defective, deficient, faulty, imperfect, worthless. 5. Affair, feat, task, undertaking. 6. Briskness, energy, force, initiative, life, spirit, vigor. 7. Agreeable, attractive, charming, delightful, enjoyable, fascinating, pleasant, pleasing; abominable, appalling, disagreeable, disgusting, displeasing, dreadful, fearful, frightful, ghastly, grisly, horrible, loathsome, repulsive, unpleasant, vile. 8. Dainty, delicate, exquisite, fine, nice; coarse, crude gross, heavy. 9. Choice, elegant, graceful, refined, tasteful; flashy, ostentatious, rude, showy, vulgar. 10. Complain, grumble, object, protest, remonstrate. 11. Big, enormous, gigantic, huge, large, vast; infinitesimal, microscopic, minute, small, tiny. 12. Awful, grand, great, impressive, imposing, lofty, magnificent, majestic, stately, sublime; humble, low, lowly, mean, paltry, petty, trifling, trivial. 13. Important, momentous, serious, significant, weighty; immaterial, insignificant, minor, trifling, trivial, unessential, unimportant. 14. Admirable, commendable, excellent, glorious, noble, praiseworthy, superb, superior; base, contemptible, deplorable, despicable, infamous, inferior, lamentable, mean, regrettable, ridiculous. 15. Beautiful, handsome, lovely, pretty; hideous, homely, ugly. 16. Bright, gorgeous, shining, splendid; drab, dull, faded, plain. 17. Genuine, real, sterling, true; assumed, counterfeit, false, mimic, mock, pretended, sham. 18. Amusing, diverting, entertaining, interesting; dull, monotonous, stupid, uninteresting. 19. Gay, happy, jolly, merry; melancholy, miserable, sad, wretched. 20. Comical, funny, laughable; distressing, pathetic, pitiable, tragic. 21. Acquiesce, consent, desert, lose heart, turn unfaithful to, withdraw, yield. 22. Anger, annoy, enrage, exasperate, infuriate, irritate, madden, nettle, pique,

provoke. 23. Anticipated, customary, expected, usual; amazing, astonishing, astounding, extraordinary, marvelous, odd, remarkable, singular, startling, strange, surprising, unexpected, unusual, wonderful. 24. Bear, endure, suffer, submit to, tolerate. 25. Able, accomplished, brilliant, clever, competent, efficient, expert, skillful, talented; awkward, bungling, clumsy, dull, feeble-minded, idiotic, incompetent, inefficient, slow-witted, stupid, untrained. 26. Clutch, grasp, lay hold of, seize, take. 27. Absolutely, completely, entirely, quite, thoroughly, totally, wholly. 28. Barely, excessively, extremely, faintly, fairly, hardly, imperceptibly, intensely, moderately, rather, scarcely, slightly, somewhat, very.

*Exercise 45.*—Variety of sentence-structure (see sections 166-171). For the sake of variety in sentence-structure it is useful to be able to construct the same sentence in as many entirely different ways as possible. Two types of sentence-structure that are especially apt to be overworked, even by skillful writers, are the sentence in which the subject stands first, and the compound sentence of two main clauses. Rewrite each of the following sentences in at least five entirely different ways. One way might be to put a lengthy adverbial modifier before the subject; another to put the verb before the subject; another to employ balanced or periodic form; another to reduce the number of main clauses; another to make the sentence exclamatory or interrogative; another to make two or more sentences out of one. But be careful not to interfere with a clear and adequate expression of the thought. 1. The United States owes to a number of men a great debt which has not yet been paid, and among these is Major-General Edwin H. Harper. 2. His service was not merely a military service; it was a service to the moral and civic spirit of the Nation. 3. He therefore deserves some public recognition, and we are glad that he has been the recipient of honorary degrees from American universities. 4.

He was honored by Cornell University on June 4, and it is understood that he will be similarly honored by other universities. 5. America owes to him more than to any other man the possibility of performing one of the miracles of the war. 6. The United States was shockingly unprepared for war when war was declared; and this unpreparedness was in spite of the warning of thousands of citizens who had seen the danger, and notwithstanding the object-lessons which Germany was daily giving us for two years and a half. 7. But General Harper was not unprepared; for he had been studying for many years the problem of organizing a democratic nation for war. 8. He had worked out the plan, and had provided against emergencies down to the last detail. 9. He believed it would be necessary to form a great army of citizens, and he thought that such an army should be under citizen control. 10. He was confident that the spirit of the people would carry through his plans, and he put no reliance on the compulsion of bayonets and machine guns. 11. His conception has been termed conscription, but mass volunteering would be a more accurate expression. 12. He understands the civic spirit of a free people in a time of crisis, and the military instrument of his origination is admirably suited to that spirit.

*Exercise 46.*—Variety of sentence-structure (see sections 166-171). Rewrite each of the passages in exercise 1, keeping the same general order of ideas, but grouping them into sentences which possess unity, duly subordinating the subordinate ideas, and taking special care that no two sentences in the same passage shall in structure be more alike than is necessary.

*Exercise 47.*—Variety in subordination. For the sake of variety in sentence-structure (see sections 166-171), it is useful to be able to subordinate an expression in as many differ-



ent ways as possible. In each of the following sentences, subordinate the italicized expression in at least as many ways as indicated: 1. *Since I had a headache*, I went to bed early (subordinate the italicized expression in at least 8 ways). 2. *Although I had a headache*, I refused to go to bed (5 ways). 3. *As I was going through the woods*, I met a bear (5 ways). 4. *If you speak louder*, I shall hear you (3 ways). 5. He was buried *where he met his death in battle* (3 ways). 6. He died *as he had lived*—bravely (4 ways). 7. He died *that the country might be saved* (6 ways). 8. The burglar left a thumb-print on the door-knob, *so that he was easy to identify* (4 ways). 9. *When everything was ready*, we set out (5 ways). 10. We next came in sight of a vast factory, *which was surmounted by a long line of chimneys* (3 ways).

*Exercise 48.*—Variety in words (see sections 172-178). Correct the following sentences for variety in words wherever such variety is desirable. Give your reason whenever you think repetition is good. 1. Just as we were just opposite Hawk Point, we began to feel the long roll of the ocean, and the wind freshened. 2. The boat began to leap on the waves, and the spray began to dash over the bow. 3. The Fine Arts Museum is east of the Agricultural Museum, and both of these museums face the long front of the Natural History Museum. 4. The spring is my favorite time of year, for while the spring in town is not so pleasant a time of year as the spring in the country, yet even in town I prefer the spring. 5. After he was placed in the dungeon, he waited terror-stricken in a corner of the dungeon, expecting death. 6. There are many different opinions as to the cause, but the most general opinion is that there is no real cause, but that the assassination of the Archduke was only a pretext. 7. As all the preparations had been made the previous day, all was ready for the contest. 8. Gareth, dressed as a farmhand and accompanied by two of his father's servants, entered the hall of Arthur and

stood with the other people who had come to receive help from Arthur. 9. The German navy is blocked up, and England has declared a blockade of Germany and Austria. 10. He was to serve with the kitchen-knives for twelve months and a day in the kitchen of King Arthur's castle. 11. After the tourney for the ninth diamond, Lancelot, who had won the diamond, was led away by Lavaine to the hermit's cell. 12. Gawain was given the quest to find Lancelot and give him the diamond. 13. Having tried his mettle, they were not eager to renew hostilities. Accordingly they attacked David, who promptly scattered them with the pistols which Alan had secured from the cupboard. Having suffered defeat at the hands of their brave foes, the sailors now withdrew to hold a council of war. Having talked the matter over, they decided that the only thing to do was to make terms. 14. After his baptism he became one of the greatest of missionaries ever known, going all over the known world preaching the Gospel. 15. Among the many arguments in favor of school debating, there is one that is especially important, and that is that debating teaches the student to speak in public. 16. The musicians then sang a song that contained the suggestion that all that glitters is not gold. 17. Fearing lest he should choose the wrong casket, she begged him to wait for a month or two before choosing one of the caskets. 18. He was accused of having incited the people to refuse to obey the laws. 19. On landing on the island they found it was called Malta. 20. He requested to be sent to Rome to be tried. 21. I arrived at last at home. 22. By the authority of his voice he succeeded in persuading them to acquiesce in letting the proper authorities settle the question. 23. The two then kissed each other, expecting to see each other in the other world. 24. Of course you must choose your course for yourself; everybody, as the saying goes, has to paddle his own canoe. 25. He said that the orders said that uniforms must be worn in future. 26. Sir Kay, who was a man who was extremely surly by nature, took an

instinctive dislike for Gareth. 27. Work, work, work, all he does is work, and yet he never seems to accomplish anything. 28. Everywhere we hear of efficiency,—efficiency engineers, military efficiency, business efficiency, efficiency in the management of the household,—until the mere mention of the word makes me shudder. 29. The parts of the engine are not assembled in the factory, but the parts are shipped separately in different shipments and assembled after they are delivered. 30. If you wish to learn to swim, you must grow used to the water, and to grow used to the water you must go into the water often. 31. Break, break, break, on thy cold gray stones, O Sea! 32. How did he meet my frank offer of coöperation? He delayed; he procrastinated; he dallied; he misrepresented; he deceived; he lied. 33. He was a great friend of children and looked at all things from a children's point of view. 34. When I was a child, I thought as a child, I spake as a child, I understood as a child; but when I became a man, I put away childish things. 35. First a topic must be selected; and in the selection of one let me advise you to select one you know a good deal about. 36. A man who goes at once into business instead of to college learns business at once, but a man who goes to college develops his mental faculties so that, though he enters business later, he will outstrip the man whose training has been in business alone. 37. She implored him, she besought him, she adjured him, she went down upon her knees before him and prayed him, but the judge remained unmoved. 38. The lawyer and the doctor both labor under a dark view of life; the lawyer sees too much of the anger, spite and jealousy of mankind, while the doctor sees too much of its vices and sufferings; yet lawyers are not the most cynical of men, nor doctors the most pessimistic. 39. I let my eye travel constantly back and forth between the captain and the mate, and yet, though I thought I saw the captain wink at the mate, I could detect no sign that the mate had seen or understood it. 40. The coachman and

the butler were summoned to the dining room to tell what they knew of the dead man's actions on the day of his death; and the coachman had nothing to tell, and the butler very little. 41. It appeared that Mr. Blank had received a caller that afternoon, a certain person unknown to the neighborhood, who had sent his name upstairs as Mr. Dash; there had been a deal of loud talking during the interview, Mr. Blank had twice raised his voice in anger, and Mr. Dash had come away with a red, indignant face. 42. As the gasoline engine and the steam engine have each their characteristic advantages over the other, the clearest way of showing which is the better engine for our purpose is to discuss them separately; and so I shall begin with the gasoline engine. 43. I would trust him anywhere, for he has occupied for many years a position of great responsibility and trust. 44. John told George that George's duty to him came before his duty to himself. 45. He placed two buttons and a hazelnut in a row on the table, the hazelnut between the two buttons, and snatched up all three articles with his two hands so quickly that the eye could not follow him and it was impossible to tell which hand held the hazelnut. 46. The pen is mightier than the sword, for the sword works by violence but the pen by persuasion, and therefore the pen raises against itself less resistance and produces effects more lasting. 47. I much prefer a small college to a large university, because, though the student may miss the costly equipment which a large university possesses, he is rapidly assimilated into a body of young men with that intense place-devotion which is the mark of a small college. 48. We had such a pleasant day that we all wanted to stay over for a day or two. 49. Mexico is the land of to-morrow: nothing is done to-day that can be put off till to-morrow; she suffers the miseries of the present, wrapped in the dreams of to-morrow. 50. There is a fever in men's blood which still wakes at the cry of war; war blows to flame an old primeval fire; the dull relaxation of peace, even the

tenser life of active business, possess no such stern, mind-filling, soul-moving excitement as that of war. 51. No team has shown greater staying qualities than were shown this year by our team.

*Exercise 49.*—Smoothness (see sections 182-188). Improve the smoothness of the following sentences, but in doing so be careful not to destroy clearness by misplacing modifiers and not to weaken too much the forcefulness of the sentence-end: 1. The examinations for entrance to Annapolis will be as easy as, if not easier than, those of last year. 2. It is a quarter to ten; they had not thought that that hour would ever come. 3. Our obligation to remedy the present situation in regard to immigration is, I suppose, admitted by all. 4. Mr. Monks beckoned Mr. and Mrs. Bumble up the ladder and fell into a fit of trembling at the lightning. 5. I am perfectly positive that that man is the guilty one. 6. Generally speaking, a prudent general will, in the face of odds, avoid a general engagement. 7. Every ancient oak for miles around is either designated by his name or associated with some adventure with which he was related. 8. What, therefore, may I ask, shall we say, if, when our advice is taken, it turns out, contrary to our expectations, to be for the worst? 9. He has been, if you will allow me to say so, inconsiderate. 10. The national debt is at least as great as, if not greater than, any nation ought to bear. 11. At this moment the Earl, attended by a great retinue of his attendants resplendent in the blue and silver of their master, arrived. 12. It was now that the most beautiful song of the whole concert was, in a silence as still as death, sung. 13. In India innocent infants are thrown into the Ganges. 14. He wore a rusty, dusty, moth-eaten Eton jacket. 15. Nero must have been a hero to somebody, for somebody put violets on his grave; but who it was is a mystery of history. 16. He did not dare to go home with wet hair. 17. His secretary writes exceedingly carelessly and

clumsily. 18. My opponent in the debate now broke in in interruption of what I was saying. 19. Maybe you may be allowed to come after all. 20. He was actuated by his loyalty to and admiration for his college. 21. Which kind of sandwich do you prefer? 22. Calcium gives a bright white light. 23. He took out his purse to reimburse me for my expenses. 24. I gave orders that the engine should be put in order. 25. The orders are ordinarily posted up in a conspicuous place, in order that all may have a chance in advance to know what is coming. 26. When the wind changed, the fire turned and burned in the opposite direction. 27. I shall never forget that heart-breaking leave-taking. 28. But you, if I do not misunderstand you, believe, as I do, in the duty of doing one's best. 29. My business career ended that year. 30. To two tunes I have made up my mind never to listen again. 31. I can can fruit better than my mother can. 32. She whispered only loud enough for those very near her to hear her. 33. This scene is truly rural. 34. Do you see that that *that that that* sentence contains is an adjective? 35. I did not know the conjugation on my last examination. 36. The Y. M. C. A. is now able to say that the last cent of its debt has been paid off. 37. I do not know how I knew, but I could feel that there was some sort of trouble—discontent, if not actual mutiny—brewing. 38. The delegation received with approbation his announcement that the matter would receive his careful consideration. 39. I recall my study of history very mistily. 40. Jackson was, unlike Jefferson, a true son of the people, who distrusted, with the instinctive apprehension of a democrat, an aristocrat. 41. Darwin is credited with having made the greatest single contribution to the theory of evolution. 42. I gradually grew aware that that man there was staring at me. 43. The Senate is empowered by the Constitution to advise upon and consent to all treaties which are under negotiation by the administration. 44. No hour seems longer than, and surely none seems

so dark as, the hour which just precedes the dawn. 45. Personally I prefer a private performance to a public one. 46. He laughed and lightly laid his left hand on the ledger. 47. If, as you suppose, the factory must close, you as well as I must both of us and for the same reason suffer. 48. Then again men are only human beings, not mere machines, and after a certain number of hours of excessive work have elapsed will collapse. 49. My understanding of the meaning of the duty of children to their parents is the obedience which is prompted by loyalty and love rather than the submission necessitated by an inferior position. 50. I declare to you that I only asked him to allow me to proceed to the bridge-head, to prevent the enemy's crossing, if I could, the river.

*Exercise 50.*—Conciseness (see sections 189-192). Increase the conciseness of the following sentences: 1. Antony sent a message to Octavius, and the message contained the news of Cæsar's death. 2. The gate-keeper's lodge was covered by old English ivy, which grew all over it. 3. But all these years the inaudible and noiseless foot of time had been passing over the inmates of that house. 4. They greatly feared the consequences that would follow. 5. The Prime Minister is reported to have said that England and her colonies were all the time being united more closely together. 6. Although personally I have no experience myself, I can tell what others of experience have told me. 7. He wore a long black coat, which by its appearance looked to be very old. 8. We are at peace with the whole world; we are maintaining amicable relations with all mankind. 9. This story which I call to mind is not clear in my memory as to whether I read it, made it up, or had it told to me as an actual experience. 10. Presently we came, after a short interval of time, to a diminutive rivulet. 11. During the progress of the conflagration a number of the city's paid fire-fighters were prostrated by the intense heat of the devouring element. 12. A vast concourse of citizens

had been assembled since the first faint flush of rising day to behold the murderer launched into eternity to meet his well-deserved reward. 13. By a little inquiry on my part I found that he was a Nihilist. 14. I yesterday had occasion to be the witness of a very interesting incident. 15. The present system of forecasting the weather, as now in use, was developed in 1870. 16. She did not look to see where she was going to. 17. After the appetizing banquet had been done full justice, the more youthful members of the gathering, male and female, indulged for an extended period in the bewildering mazes of the dance. 18. From this mammoth station trains start every few minutes for their destinations. 19. My temper is easily aggravated by a number of vexing trifles that are really very small of themselves. 20. The true purpose of punctuation is to make perfectly clear and plain to the eye the structure of the sentence where it occurs. 21. He delivered the address orally from the stage, in a firm clear voice. 22. He was almost universally admired and respected by all who knew him. 23. Sir Kay therefore decided to treat the new scullion relentlessly and without mercy. 24. As I had expected to have to explore the forest all alone with no one to help me, his offer to accompany me on my rambles was very welcome indeed. 25. We set out about six a.m. on a bright August morning, with prospects for a long and interesting ride. 26. The people who act the parts in a dramatic performance wish those who witness the piece to applaud it. 27. At last the owner of the factory where the men were employed, and the men themselves, having settled the dispute, effected a compromise and reached an amicable understanding not wholly unsatisfactory to both parties to the dispute. 28. The argument which I shall bring next to the attention of the honorable judges and the audience, is based upon such economic objections to the proposed measure as I trust I may be able to prove to you are not altogether unfounded. 29. The same nation which had in the past repeatedly shown itself acqui-



escent in bearing the burdens of a taxation amounting to millions of dollars, upon the proviso that the governmental income so derived should be expended upon the public defense—that same nation, I say, evinced an indignant unwillingness to consent in the disbursement of a single cent as tribute to any foreign power. 30. According to my sober convictions, the crisis with which we are now confronted is a crisis which the students of our history will consider the most serious that our nation has yet experienced in all her history.

*Exercise 51.*—Narration (see sections 194-207). Suggest a good method of creating suspense before the climax, in each of the following narratives: 1. A graveyard ghost. 2. Skating on thin ice. 3. A fire. 4. A slippery street. 5. April fool! 6. Lost in the woods. 7. A boat race. 8. An Indian attack. 9. A lost umbrella. 10. Arrested by mistake.

*Exercise 52.*—Description (see sections 208-213). Suggest (a) the details appropriate to each of the following descriptions, and (b) the best order of arrangement in each case. 1. A haunted house. 2. Our old swimming hole. 3. A railway station. 4. The view from a mountain top. 5. The scene of the murder. 6. The appearance of Abraham Lincoln. 7. A prisoner on trial for his life. 8. A sunset on a lake. 9. A scene at a fire. 10. A quaint village.

*Exercise 53.*—Exposition (see sections 214-223). Suggest an appropriate method of paragraphing each of the following expositions: 1. How to make an ice-boat. 2. The manufacture of maple sugar. 3. A water pistol. 4. A fountain pen. 5. The value of the Panama Canal. 6. Learning to swim. 7. Aircraft in modern warfare. 8. The character of the President. 9. The probable future of the United States. 10. The annual Mississippi flood.

*Exercise 54.*—Rebuttal (see section 237). Answer each of the following arguments in the most effective way possible, making absolutely clear the illogical reasoning in each:

1. The war with Spain was a benefit to our country, because it was followed by a great wave of business prosperity.
2. The autumnal equinox must be the cause of the heavy autumn rains.
3. Since colleges and universities that have good athletic teams attract a good grade of preparatory school students, our college should increase its athletic activities.
4. Charles I of England did not deserve execution as a traitor to his country, for he was a man of good manners and an excellent father and husband.
5. A glove of yours was found in my yard on the morning after the robbery; therefore you are probably guilty.
6. Nothing should be given in charity, for there are hundreds of proved instances where money given to beggars has simply encouraged them to beg.
7. This book on Roman history has had so extensive a sale that it must be an excellent piece of work.
8. Herodotus includes so many impossibilities in his history that we cannot trust anything he writes.
9. All the republics of ancient times have fallen; therefore the United States will fall.
10. Your excuse for being late is so unusual that I am inclined to believe it.
11. The ticket-agent was so discourteous that he must be an ill-tempered man.
12. Milton's poetry must be very hard to understand, for I found the opening lines of his *Lycidas* extremely difficult.
13. William will be a successful man, for he is a hard-working boy.
14. Scott will always be popular, for he is an interesting writer.
15. The President will veto this bill, for he always vetoes unjust bills.
16. Holidays are beneficial; therefore the school authorities should grant us a holiday.
17. The prisoner could not have been guilty of the robbery, for his own mother has testified that he was at home when the robbery occurred.
18. It must be true, for every one says so.
19. My grandfather has been describing to me the cold weather of his boyhood days; our winters must be milder than they

used to be. 20. I am assured that the stock I bought yesterday is perfectly good, on the word of the broker himself. 21. I always have felt that thirteen is an unlucky number; last night I occupied berth thirteen, and this morning I missed my railroad connections. 22. My cold completely disappeared after I had taken one bottle of your patent medicine; it was a wonderful cure, and I heartily recommend the remedy to everybody. 23. The book is so stupid that I was unable to get beyond the introductory chapter. 24. We have always managed well enough in our village without street lights; why should we change now? 25. The very fact that the revolver was lying so handily beside him proves to my mind that it was only a cunning trick of the murderer to make the murder look like suicide. 26. The law excluding illiterate immigrants should be repealed, because the most dangerous criminals are the educated ones. 27. My father has always done it; why shouldn't I? 28. College education is a waste of time and money; look at all the men who have succeeded in business without a college education. 29. The Japanese are a dishonest people; why, they even have to employ Chinese cashiers in their own banks in Japan. 30. It is true that the League of Nations is a new adventure in our National policy, but what of that? The discovery of America was an adventure. The Declaration of Independence was a perilous adventure. The formation of the Constitution was an entirely new adventure in national organization. The Louisiana Purchase and the extension of our Republic from ocean to ocean was an adventure from which cautious men would have dissuaded us. Our whole history has been one succession of adventures, and it does not teach us to be afraid of the adventure of entering a League of Nations.

*Exercise 55.*—Letters: business (see section 243). Write the following letters, making them as brief as is possible without loss of completeness, clearness, and courtesy. Compose

the letters from the standpoint of the effect they will produce upon the recipients. Be tactful whenever the occasion requires: 1. Write for the catalogue of the college which you expect to attend. 2. Order from an out-of-town bookseller a copy of Blackmore's *Lorna Doone*; you are ignorant of editions and prices. 3. Propose to the manager of the baseball team which will soon play with your team, that the gate receipts, over expenses, be devoted to the Red Cross. 4. Write to the manager of a baseball team which is scheduled to play your team, questioning the eligibility of a certain player. 5. Remind the manager of a baseball team with which your team has recently played, that you have not yet received your share of the gate receipts. 6. Apply for a scholarship at a college. 7. As chairman of the committee on class pins, write for information, drawings, suggestions, etc. 8. Complain of the quality of the goods ordered from some company. 9. Answer the foregoing letter, in behalf of the company, offering to settle the matter to the customer's satisfaction. 10. Answer letter 8, in behalf of the company, declining to accept any responsibility. 11. Write to a customer asking him to pay a long overdue account. 12. Write to a company which has sent you a second bill for an account already paid. 13. Answer the foregoing letter, in behalf of the company. 14. Write to a company which has sent you a bill containing mistakes of omission and inclusion. 15. Write a follow-up letter to letter 2, informing the bookseller that the book has failed to come. 16. Write a follow-up letter to letter 15, informing the bookseller that the book came by the very next mail. 17. Answer letter 2. 18. Answer letter 15. 19. In reply to letter 2, state that you do a strictly cash business and that consequently a remittance must accompany the order; endeavor not to offend your correspondent.

*Exercise 56.*—Letters: formal friendship (see sections 244-245): 1. Write a letter of thanks to a former teacher who

has written to congratulate you for attaining scholastic honors. 2. Write, as secretary of your class, a letter to the father of a classmate who has recently died, transmitting the class's resolutions of sympathy. 3. Answer the foregoing letter. 4. As editor of your school paper, thank a business man for consenting to contribute an article. 5. Write a letter of sympathy to an acquaintance (not an intimate friend) on the death of his mother. 6. Answer the foregoing. 7. Congratulate the older brother of an intimate friend upon the announcement of his engagement. 8. Thank the principal of your school for his note of kind inquiry during your long illness at home. 9. Request your teacher of English to furnish you with the lesson assignments during your convalescence from typhoid fever. 10. Thank an old friend of your father's for an offer of a business position which you are prevented from accepting. 11. Thank a perfect stranger who found your lost purse in the department store and turned it in at the office, by which means you recovered it.

*Exercise 57.*—Letters: informal friendship (see section 246): 1. To some member of your family, at the end of your first day at boarding school. 2. To some member of your family, while you are visiting your cousins on their farm. 3. To some member of your family, while you are on a six-day canoe trip. 4. To some member of your family, a letter to be mailed on landing at Liverpool. 5. To some member of your family, who is away on a trip, giving him or her the local news. 6. Thanking the mother of a friend at whose house you have recently stayed for a week's visit. 7. Thanking an aunt for a Christmas present. 8. Congratulating a married sister on the birth of her first child. 9. To a chum, describing life at school. 10. To a friend, with an invitation to spend a week with you at your seaside cottage. 11. An answer to the foregoing letter.

*Exercise 58.*—Letters: formal notes (see section 247): 1. An invitation to a formal dinner. 2. An acceptance of the foregoing. 3. A declination of the foregoing. 4. An acceptance of an invitation to a wedding reception. 5. A declination of an invitation to a wedding reception. 6. An invitation to an evening reception to meet a famous man. 7. A declination of an invitation by the board of trustees to attend the commencement exercises of ——— college.

*Exercise 59.*—Regular scansion (see sections 254-257). Scan the following lines, after the manner explained in section 254, and name the meter:

1. Waken, lords and ladies gay,  
On the mountain dawns the day.
2. One more unfortunate,  
Weary of breath,  
Rashly importunate,  
Gone to her death.
3. It was a summer evening  
Old Kaspar's work was done,  
And he before his cottage door  
Was sitting in the sun.
4. And the star-spangled banner in triumph shall wave  
O'er the land of the free and the home of the brave.
5. Let not ambition mock their useful toil,  
Their homely joys and destiny obscure;  
Nor grandeur hear with a disdainful smile  
The short and simple annals of the poor.
6. And like a horse unbroken,  
When first he feels the rein,  
The furious river struggled hard  
And tossed his tawny mane.
7. Stay and read this rude inscription,  
Read this song of Hiawatha.

8. I hold it true whate'er befall,  
I feel it when I sorrow most,  
'Tis better to have loved and lost  
Than never to have loved at all.
9. Remaining utterly confused with fears,  
And ever worse with growing time,  
And ever unrelieved by dismal tears,  
And all alone in crime.
10. When Life his lusty course began  
And first I felt myself a man.
11. Let the Sultan bring his famous horses,  
Let him bring his golden swords to me,—  
Bring his slaves, his eunuchs, and his harem,  
He would offer them in vain for thee.
12. Feeding forever the fountains that make thee  
Father of Nile and Creator of Egypt.
13. Youth is full of sport,  
Age's breath is short,  
Youth is nimble, Age is lame;  
Youth is hot and bold,  
Age is weak and cold,  
Youth is wild, and Age is tame.
14. Hear the loud alarum bells—  
Brazen bells!  
What a tale of terror now their turbulency tells!
15. And the Raven, never fitting, still is sitting, still is sitting  
On the pallid bust of Pallas just above my chamber door.
16. Then shook the hills, with thunder riven;  
Then rushed the steed, to battle driven.
17. He went like one that hath been stunned,  
And is of sense forlorn:  
A sadder and a wiser man  
He rose the morrow morn.

*Exercise 60.*—Irregular scansion (see sections 258-266).  
Scan the following lines, naming the meter, and pointing out  
any irregularities such as are explained in sections 258-266:

1. In spite of pride, in erring reason's spite,  
One truth is clear: whatever is, is right.
2. Full many a flow'r was born to blush unseen,  
And waste its sweetness on the desert air.
3. Hands that the rod of empire might have swayed.
4. Silently one by one, in the infinite meadows of heaven,  
Blossomed the lovely stars, the forget-me-nots of the angels.
5. Through caverns measureless to man  
Down to a sunless sea.
6. Milton! thou should'st be living at this hour.
7. I stand amid the roar  
Of a surf-tormented shore,  
And I hold within my hand  
Grains of the golden sand.
8. On desperate seas long wont to roam,  
Thy hyacinth hair, thy classic face,  
Thy Naiad airs have brought me home  
To the glory that was Greece,  
And the grandeur that was Rome.
9. Ah, broken is the golden bowl, the spirit flown forever!  
Let the bell toll!—a saintly soul floats on the Stygian river.
10. Vastness! and Age! and Memories of Old!  
Silence! and Desolation! and dim Night!
11. To me the meanest flower that blows can give  
Thoughts that do often lie too deep for tears.
12. In that sweet mood when pleasant thoughts  
Bring sad thoughts to the mind.
13. Season of mists and mellow fruitfulness,  
Close bosom-friend of the maturing sun.
14. The font reappearing  
From the raindrops shall borrow,  
But to us comes no cheering,  
To Duncan no morrow.



15. There's not a joy the world can give like that it takes away  
When the glow of early thought declines in feeling's dull decay.
16. We carved not a line, and we raised not a stone,  
But we left him alone with his glory.
17. Oh! blest are the lovers and friends who shall live  
The days of thy glory to see;  
But the next dearest blessing that Heaven can give  
Is the pride of thus dying for thee.
18. Guarded the sacred shield of Lancelot.
19. And every scratch a lance had made upon it.
20. How came the lily maid by that good shield?
21. Roving the trackless realms of Lyonesse.
22. Had found a glen, gray boulder, and black tarn.
23. He is all fault who hath no fault at all.
24. The tiny-trumpeting gnat can break our dream.
25. Fired from the west, far on a hill, the towers.
26. Suddenly speaking of the wordless man.
27. By all the sweet and sudden passion of youth.
28. Red as the rising sun with heathen blood.
29. They rose, heard mass, broke fast, and rode away.
30. Dearer to true young hearts than their own praise.
31. Lay like a rainbow fallen upon the grass.
32. A fiery family passion for the name.
33. Bore as a wild wave in the wide North Sea.
34. Pierced through his side, and there snapped and remained.
35. He up the side, sweating with agony, got.
36. A marvelous great shriek and ghastly groan.

*Exercise 61.*—Review of grammar (see sections 287-325). Prepare to give the construction of every word, phrase, and clause, in the following sentences:

(Subjective, object, and objective complements; limiting adjectives and adverbs; possessives; prepositional phrases.) 1. He saw no longer any plausible pretext for delay. 2. Immediately the party under his charge got the horses ready. 3. His love for his wife made him extremely anxious about her safety. 4. He finally became exceedingly rich through hard work in business. 5. He had not entirely completed his task until an hour before sunset. 6. After a year of intensive training, modern methods of military instruction can turn a civilian into the best type of soldier.

(Prepositional phrases; compound modifiers; compound objects of a preposition.) 7. In this manner they proceeded in uninterrupted silence and dread through the valleys and glades of the forests. 8. Their direction lay towards the south and in a course toward the road to Fort William Henry. 9. With great caution but without a moment's delay, they proceeded in the direction of the fort for a considerable distance. 10. The green walls of the forest rose dark and gloomy on either side of their narrow and winding path. 11. The dreadful silence was made still more terrible by the unearthly scream of some night-bird or the roar of some wild beast. 12. Before their arrival at their destination upon the following day, the fatigue of their long and hurried march had rendered their horses completely jaded.

(Indirect objects; appositives.) 13. The guide, Hawkeye, showed the various members of the party the path to the fort. 14. The girls, Alice and Cora, gave the horses a free rein. 15. Uncas knew the windings of every trail to the great river, their destination. 16. The Indians themselves had, in the beginning, offered the white settlers every imaginable kindness. 17. Rain-on-the-River, the chief of that region, had even allowed the Europeans free use of his most valuable

hunting grounds. 18. Cora and Alice, the daughters of Colonel Munro, commander of the fort, handed the servant the reins of their horses.

(Review, including compound subjects, verbs, and complements.) 19. At that dangerous moment Magua placed his hands to his mouth and raised the fatal and appalling whoop. 20. The scattered Indians heard the well-known cry. 21. Directly arose a blood-curdling yell along the plain and through the arches of the woods. 22. All heard it, and listened with a curdling horror at the heart. 23. Thousands of raving savages broke from the forest at the signal of Magua. 24. The present place of the encampment of the tribe of Delawares was near the temporary village of their enemies, the Hurons. 25. Like their neighbors they had followed Montcalm into English territory and were making heavy and serious inroads on the hunting-grounds of the Mohawks. 26. With the strange reserve so common among the natives, they had withheld their assistance at the critical moment. 27. This unexpected desertion the French had suffered with the greatest surprise and disappointment. 28. An ancient treaty had once made them dependent on the Six Nations for military protection. 29. Their recollection of this ancient treaty, and their respect for it, now made them reluctant about an encounter with their former masters. 30. The tribe itself had rested content with a brief and rather discourteous message of refusal to Montcalm. 31. Their hatchets were dull, but would be sharp after a while, and then would be ready for a part in the war. 32. For this reason the Captain of the Canadas did not demand their help and did not threaten them. 33. On that morning Magua led his silent party from the settlement of the beavers into the forest, and soon disappeared from view. 34. In these manifold occupations and employments were engaged all the men, women, and children of the entire camp. 35. They ran from lodge to lodge, made ready the morning's meal, and exchanged

hasty and whispered sentences with their friends. 36. Here and there a warrior was examining his arms with a closeness and care unusual in times of security and peace. 37. Occasionally toward a large and silent lodge in the center of the village would simultaneously turn the eyes of the whole group. 38. Very evidently the occurrence of some event uncommonly important to the whole tribe made them restless and uneasy. 39. Presently came an aged chief from the central lodge and made them a long, formal speech. 40. In full view of the Delawares he stopped, threw his hand upward toward heaven, and dropped it impressively upon his breast. 41. By this means the stranger made the friendliness and innocence of his intentions known. 42. The men and women of the village answered his salute by a low murmur of welcome, and encouraged his approach by smiles and friendly gesticulations. 43. During his approach nothing was audible but the rattling of the light silver ornaments on his arms and neck, and the tinkling of the little bells in the fringe of his deer-skin moccasins. 44. He offered the men many courteous signs of greeting, but took no notice of the women and children. 45. The group of men in the center, men of highest rank in the tribe, received him graciously but gravely. 46. The erect and active form before them was that of the famous Huron chief, Le Renard Subtil. 47. The reception of Magua by the circle of Delaware chiefs was grave, silent, and wary. 48. During the short and frugal repast after this interview, the conversation was meager and guarded, and entirely related to the events of the hunt. 49. I owe my brothers and sisters a debt of everlasting gratitude for their numerous acts of kindness and generosity to me, and can never really repay them. 50. The boy had been well instructed, and knew the precise nature of the desired prize and its exact location. 51. With a heart full of pride and all the hopes of young ambition, he proceeded carelessly across the clearing to the wood on the far side. 52. He entered the wood at a point rather

distant from the place of the concealment of the guns, and immediately glided, like a serpent, toward the longed-for treasure. 53. He was successful, and in another moment gave his friends a triumphant halloo. 54. At the next instant he was flying back across the clearing with the speed of an arrow from its bow, and was recklessly making himself a target for his enemies. 55. But he soon appeared safely on the rocky terrace above, waved his hands in joy and triumph, and proudly handed Hawkeye his recovered rifle. 56. Hawkeye examined the piece with an intelligent eye, opened and shut the pan repeatedly, tried sundry other equally important experiments on the lock, and then turned to the boy and offered him his deepest thanks. 57. The urchin looked proudly up in the face of the great white warrior, but made him no reply. 58. The lad, an object of general admiration among the other boys, stalked grandly away, and showed his playmates the bloody wound, an Indian's badge of honor and courage.

(Compound sentences.) 59. All the houses in the residential part of the city were destroyed by fire, and many office-buildings and stores suffered the same fate. 60. The houses on Main Street were destroyed by fire or were badly damaged by water, but the city's suburbs escaped without injury. 61. The factories and warehouses along the waterfront were not touched, and were never even menaced by the flames. 62. The city's whole fire-department were engaged, and firemen from neighboring towns were called in, for the conflagration seemed very serious. 63. No wind of any strength was blowing at the time, or the entire city would unquestionably have been reduced to ashes. 64. In the great fire at Chicago tongues of flame leaped across the widest streets with ease, and sparks were carried by the high wind for a distance of two or three miles.

(Relative clauses.) 65. The bloody scene which has been described in the last chapter is known to history by the name of "The Massacre of Fort William Henry." 66. It deepened

the stain which a previous but very similar event left upon the reputation of Montcalm. 67. It was a stain by which his whole career after that was clouded. 68. He was otherwise a good man, whose early and glorious death at Quebec has partly erased the blot on his fame. 69. But he was deficient in that moral courage without which no man can be truly great. 70. The spot on which they pitched their camp had been found suitable by many generations of experienced campers. 71. Past the edge of the clearing flowed a little brook, from which they could obtain good water. 72. The men who had last camped there had left a fire which was still smouldering. 73. This is the cock that crowed in the morn and waked the priest all shaven and shorn who married the man all tattered and torn who kissed the maiden so forlorn who milked the cow with the crumpled horn that tossed the dog that worried the cat that killed the rat that ate the malt that lay in the house that Jack built.

(Subordinating conjunctions.) 74. Though Montcalm might have restrained the savages by his influence, he did not do so. 75. He refrained from any interference with their ferocious desires because he feared the loss of their support. 76. If he had offered them a reward for good conduct, he could easily have kept them quiet. 77. But since he lacked the necessary moral courage he said nothing and put no restraint upon them. 78. The Indians were like very young children and could be controlled as young children can be controlled. 79. As Montcalm, from long experience with the Indians, was perfectly familiar with this fact, he was certainly blameworthy. 80. Although we may thus blame him for the massacre, we must admire him for his ability and courage. 81. He would, if he had lived, have rendered his country many distinguished services. 82. Though he has been proved guilty of this massacre, he has rendered his name glorious by his noble death.

(Review.) 83. Notwithstanding the high resolution of

Hawkeye, he fully comprehended all the dangers and difficulties which he must meet. 84. On his return to his camp he was devising means by which he could counteract the watchfulness of his enemies. 85. He trusted to the withes with which he had bound his captives, though he should not have trusted them. 86. If he had bound them more securely the accident would not have happened. 87. The neglected hut, which was situated at some distance from the others, appeared deserted. 88. Although it seemed empty it was not so in reality. 89. It had probably been deserted because it was too far from those two important requisites, wood and water. 90. Thither proceeded the scout, like a prudent general who was feeling the advanced positions of the enemy. 91. He threw himself into a suitable posture for the beast that he represented, and crawled carefully forward. 92. In this way he at last reached an opening through which he could command a view of the interior. 93. He took all these precautions that have been described, for he was a man of caution and an experienced scout. 94. The interior of the hut had been made warm and cozy for the occupancy of some person whom Hawkeye could not see. 95. But it later proved, as the reader has by this time naturally guessed, the abiding-place of David Gamut, the singing-master. 96. To this humble spot, as he could find no better place, David had brought himself, with his sorrows, his apprehensions, and his meek dependence on the protection of Providence. 97. Though he saw no way of escape, he still hoped for deliverance from the foes that surrounded him. 98. As Heaven had made him somewhat light-witted, the Indians showed him respect, and his person was safe from violence. 99. David showed something in his air and manner that rendered his confused state of mind quite apparent to the scout. 100. He was seated on a pile of brush, a few twigs from which he occasionally fed his fire. 101. His costume had undergone no alteration from that which has lately been described. 102.

The covering of his head, a triangular hat of beaver, had not been found attractive by his captors, who had robbed him of everything valuable. 103. The ingenious Hawkeye recalled the hasty manner in which David had abandoned his post at the bedside of the sick woman, and laid his plans accordingly. 104. If he had had a companion in this adventure, he would have laid his plans bare to him with great satisfaction. 105. He first made the circuit of the hut and ascertained its isolation from the village, and then, as time pressed, ventured into the hut without more ado. 106. The suddenness and nature of the surprise nearly proved too much for the faith and resolution of David, because he was not possessed of a naturally hardy nature. 107. If I had known the name of the man whose lecture I heard, I should have called upon him afterwards. 108. But since he kept his face hidden by a newspaper which he was reading, I did not recognize him. 109. Though Heyward was astounded at first by the uproar, he soon discovered its cause in the scene that followed. 110. As a little light still lingered in the west, he could detect the paths which led from the clearing. 111. Though he would have cried out if he had consulted his own feelings, prudence held him dumb. 112. One of the warriors bore a short pole on which were suspended several scalps from which dripped fresh blood. 113. The startling sounds that Duncan had heard have, not inappropriately, been called by the whites the "death-halloo." 114. As he readily guessed, each repetition of the dreadful cry announced the fate of an enemy. 115. His knowledge and common sense assisted him thus far; and, as he now knew the cause, he congratulated himself on his safety. 116. The warriors drew their knives, and flourished them in the air, and then arranged themselves in two long lines, which formed a lane from the war-party to the lodges. 117. The squaws seized clubs, axes, or any weapon that lay ready to their hands, and rushed forward eagerly for participation in the cruel game. 118. The very children



themselves would not be excluded; but little boys, who could hardly lift a weapon, tore the tomahawks from their fathers' belts and stole into the ranks. 119. Thus, at the earliest age at which they could do so, the children learned cruelty and ferocity from their parents. 120. The whole surroundings made the scene a striking picture, whose frame was composed of the dark and tall border of pines. 121. Though the flickering light did not render their features distinct, they were evidently governed by very different emotions. 122. One stood erect and firm and waited for his fate like a hero, but the other bowed his head in terror, as a coward would do.

(Conjunctive adverbs.) 123. When Uncas had reached the center of the plain, he raised a startled cry at his discovery. 124. He pointed to a spot where lay a heap of corpses, horrible mementos of the late massacre. 125. Before he could utter a second cry or call his companions, they had hurried to him and now stood beside him. 126. Thus the search went on until every portion of the plain had been carefully examined by the party. 127. Despair and anguish filled full the hearts of Munro and Heyward while they passed from one heap of bodies to another. 128. As they looked in turn upon the mutilated face of each successive victim, they hoped for the best but feared the worst. 129. After they had completed their search, the absence of their loved ones gave them a glimmer of returning hope. 130. But the chance of their recovery seemed almost hopeless, for two days had passed since they had been stolen away. 131. They grimly resolved upon the continuance of their search till death or disaster brought it to an end.

(Review of the grammatical principles previously introduced, through compound objects of a preposition.) 132. Several of the younger and more reckless chiefs had proposed the deep and treacherous scheme of a sudden attack upon the Delawares. 133. A proper respect for their honor, their interests, and the peace and happiness of their dead

countrymen, made necessary some attempt at revenge. 134. But plans so reckless and so dangerous Magua by his arguments and eloquence easily defeated.

(Review, through appositives.) 135. Magua, the master-mind of the assemblage and their foremost chief, showed them the folly of this course. 136. The high quality of their courage and prowess had on many occasions won the Hurons great and important victories. 137. But wisdom, a quality of even greater importance, had made the Hurons the most dreaded tribe of all North America.

(Review, through compound sentences.) 138. Runners were despatched in all directions, spies were sent toward the encampment of the Delawares, and the women and children were ordered from the assembly and were sent to the huts. 139. Magua passed through the village, paid the important chiefs a complimentary visit, and flattered his lukewarm friends into enthusiastic support. 140. His squaw was dead, and he had taken himself no second wife and had no children.

(Review, through relative clauses.) 141. The lodge that he selected was the solitary and dilapidated hut in which David had lived. 142. Occasionally the air that found its way through the crevices of the hut breathed upon the flames of the low fire. 143. Magua, who had resumed his ancient garb, bore the outline of a fox on the skin that formed his robe. 144. He paused for a moment and addressed them in a speech which was kind and friendly. 145. He called the animals his cousins, and told them the reason for the protection which kept them unharmed. 146. He promised them a continuance of the favors which he had shown them. 147. Next he spoke of the dangerous expedition on which he himself was then engaged. 148. The Indians are people whose superstition and respect for religion are very great. 149. They give the beavers, who are very sagacious creatures, credit for the profoundest wisdom and understanding of human affairs.

(Review, through subordinating conjunctions.) 150.

Though the beavers paid no attention to the words of the superstitious Indian, he appeared satisfied. 151. The Huron would have been much surprised if he had known the real cause of this curious incident. 152. Since perfect stillness reigned in the woods around them, they felt quite safe from the possibility of an attack. 153. But because they knew, by experience, the treachery and cunning of the enemies who opposed them, they took ample precautions. 154. As the birds, which had hitherto been silent, now rose from the trees and circled in the air, they suspected the presence of the enemy. 155. Duncan now looked about him for a better place of refuge, for the place on which he stood afforded him no protection. 156. He was indeed in instant danger of discovery, as he stood exposed to the first pair of eyes that looked in his direction. 157. As the Indians came no nearer, hope gradually gained possession of their hearts, although they were still in danger. 158. If the boat had not been so heavy, he could have launched it by himself in a moment without difficulty.

(General review.) 159. A wide and apparently an impenetrable boundary of forest kept the territories of the hostile provinces of France and England distinct from each other. 160. No recess in the dark woods and no lonely spot in the mountains remained, which had not been penetrated by trappers or colonists. 161. When we reach the time of this story the final struggle had broken out between the French and English. 162. The year 1763 saw the end of French power in North America, and the collapse of the empire which had been so painfully erected. 163. After the war began but before it ended, its issue was very doubtful. 164. No district throughout the wide extent of the frontiers can supply us a better picture of the war to which we have alluded. 165. As Lake Champlain lay very near the upper Hudson, this was the easiest point of access to Canada. 166. But since the French had early occupied and fortified this

region, this point was a weak spot in the English line of defense. 167. When Wolfe learned of the victory of his troops he called himself a happy man. 168. He said this although he was dying and could not experience the joy and exultation of victory. 169. While they were pursuing this daring plan of campaign, the restless enterprise of the French even attempted the distant and difficult gorges of the Allegheny. 170. As Braddock knew nothing of Indian warfare, the drums were beaten as they marched along. 171. After Braddock was shot down, George Washington, the young Virginian, saved the day. 172. Braddock, though he had been repeatedly warned against imprudence, had turned his counsellors a deaf ear. 173. The spot where these rivers join and where Fort Duquesne was built, is now Pittsburgh. 174. After the fort was captured by the English, it was renamed in honor of William Pitt, England's great Prime Minister. 175. Many of our leaders in the Revolution obtained their military training while they were fighting against the French, their future allies. 176. No news of the disaster was received at the fort until the day was too far spent for any thought of assistance. 177. After the first surprise had somewhat abated, a consultation over the best mode of defense was held in the commander's room. 178. As he received no reply to this appeal, he turned away after he had waited for a moment, and strode in anger into the house.

(Subjective and object complements; limiting adjectives and adverbs; possessives; prepositional phrases.) 179. An extremely violent storm from the cold regions of the Arctic Circle speedily tore the little hut's frail roofing of thatch into thousands of tatters. 180. All their feeble attempts at comfort on that barren island for three months during the worst winter in years, had been rendered fruitless by the caprice of fate. 181. Since their erection of the hut, before winter, upon a high mound like a sugar-loaf near the center of the island, they had awaited, with gradually greater discouragement

through three weary months until the end of February, the arrival of rescuers across the ice. 182. In spite of the long delay, they hoped against hope for rescue within another month. 183. Finally the lookout beheld under his arched hand a number of black dots on the ice towards the mainland. 184. With a great shout of joy he waved his flag wildly over his head. 185. Presently the entire company, except the two sailors still sick with scurvy, assembled beside him, tearful in their happiness. 186. Tears streamed down the face of hardy old Captain Rose, out of pure thankfulness for the delivery of those under his charge. 187. He bent down his face, for a moment, in a silent prayer of thanksgiving to the Giver of all good gifts.

(Compound modifiers; compound objects of a preposition.) 188. During all this while, but without the waving of a flag or the discharge of a gun, the black dots on the ice grew steadily and rapidly larger. 189. After the lapse of a few more minutes, something strange in the arrangement, speed and shape of the black spots slowly became apparent to the captain and his followers. 190. With glances of bewilderment, uneasy apprehension, dismay and black despair, the poor shipwrecked company found in each other's faces full confirmation of the horrible truth.

(Objective complements.) 191. Fate, in bitter irony, and with perfect indifference to their misfortune, had made them its playthings for its sport. 192. It had found them, alone and miserable on the desert island. 193. It had rendered them doubly wretched by all the discomforts of a winter unusually severe. 194. For three or four brief moments it had made them happy in the false expectation of rescue. 195. And now, in pure joy at their discomfiture, it had dashed their hopes dead. 196. Could those supposed rescuers on the ice really be nothing but wolves, ravenous for food? 197. According to all reports, wolves never or at least seldom risked themselves on the treacherous ice of deep water, among

the sudden livings and rendings due to the tide and wind. 198. But probably their hunger, after months of cold weather and scant prey, had made them venturesome. 199. At least it had filled them full with the grim and reckless courage of despair.

(Indirect objects; appositives.) 200. Their chief disadvantage, the suddenness of their danger, without the slightest expectation or warning of its approach, gave them very little time for the preparation of any defense. 201. On the other hand, the unexpectedness itself made them quick for the adoption of all possible measures for their safety. 202. In the calmness of that brief moment, the moment before the battle for life and death, they made each other a solemn promise of mutual protection.

(Compound subjects, verbs, and complements.) 203. With the aid of their boxes of provisions and the pieces of the old whaleboat, Captain Rose and his men made a circular barricade or low rampart around the hut. 204. Each man now loaded his gun and revolver, laid his drawn cutlass on the snow beside him, and waited for the charge of the wolf-pack. 205. The captain and the two best shots occupied and defended a projecting point in the barricade and the space around it.

(Compound sentences.) 206. The leader of the pack was in the apex of the flying wedge of wolves and bore down directly on Captain Rose and his two marksmen. 207. This was in accordance with the captain's expectations, for, by a quick but careful observation of the distant wolves, he had anticipated the precise point of their attack, and had made things ready for their reception. 208. He did not permit the discharge of a single gun till the last moment, and then only he and the two marksmen fired, with very deliberate aim, at the three foremost wolves.

(Relative clauses.) 208. The three wolves at whom they had fired leaped in the air and fell dead, and the rest of

the pack, who seemed lost without their leaders, stopped uncertainly. 210. The men now took the utmost advantage of the impression which they had made, and fired a volley into the pack, who instantly turned tail and ran. 211. One of the men who had been stationed with Captain Rose uttered a shout of triumph at the ease with which the victory had been accomplished. 212. But the captain, who had had a good deal of experience with the wolves and other animals which infested that wild country, cautioned the man against the expectation of too easy a victory. 213. Captain Rose was a man whose great store of knowledge was a matter of admiration among all who knew him. 214. The leaders, in the death of whom the pack had temporarily suffered defeat, would soon be replaced by others not less bold; for the wolves, literally mad with hunger, would not readily forego the prey which they could actually see and smell.

(Subordinating conjunctions.) 215. The wolves soon reformed, as Captain Rose had predicted, and though they had suffered heavy losses in their first attack, their hunger made them forgetful of their fear. 216. The provision-boxes now proved a poor barricade, because the wolves, since they could actually smell the food, became absolutely frantic and entirely insensible to fear. 217. If the wolves had allowed them a longer interval before their next attack, the men would have removed the boxes of provisions to the interior of the hut, but although their mistake was now plainly evident, they could not at the last moment make an alteration in the barricade without great hazard.

(Conjunctive adverbs.) 218. As they were considering the feasibility of the removal of the boxes, the pack was already forming for a second charge, and, as no change could now be made without peril, the defense must necessarily be conducted as it had been originally planned. 219. After they had come to this decision, each man took the same position where he had been stationed before, and grimly resolved upon

the slaughter of the greatest possible number of wolves while his life and ammunition lasted. 220. Before they could take any further precautions, the battle resumed, and they had indeed hardly reoccupied their respective posts when the vanguard of the pack was savagely upon them.

("It" and "there" expletive.) 221. It could readily be seen by the dullest among the company that the second stage of the battle would in no wise resemble the first encounter. 222. It seemed the wisest plan to shoot at the leading wolves as they had done in the first attack; and this Captain Rose and his marksmen accomplished with equal success but with less effect. 223. There was a reckless ferocity in every member of the pack, that kept him blind to the massacre around him and drove him straight onward to the barricade with an impetuosity that boded ill for the defenders.

(Coördinate subordinate clauses.) 224. While the pack was still reforming and before the attack was delivered, Captain Rose had cautioned his men against an unnecessary expenditure of ammunition, because the fight would surely come to close quarters and they would need every shot in self-defense. 225. But many of the men, in the excitement of the moment, fired at least once before they could take accurate aim or while the wolves were still scattered and did not present a solid mass for a target. 226. If the men had been steadier and more self-controlled, or if there had been among them but one experienced man who could act in the capacity of lieutenant, the fight might have gone otherwise.

(Review.) 227. An easterly wind, with its dampness and steadily greater force, gave the traveler notice of the approach of one of those storms whose fury and frequency are well known and make that whole coast excessively dangerous to ships that venture along it in the winter. 228. His dress, which was suited to the road, was simple and plain, but appropriate to the position that he occupied in life, and, when he had removed his great-coat, showed the observers wristbands



of the finest linen. 229. His whole appearance was in fact that of a gentleman, and consequently the ladies, as he came down the stairs, arose from their seats, and received anew, and returned, the complimentary greetings which were offered. 230. The host was by several years the senior of the traveler, and by his dress, manner, and everything that he did or said, revealed his experience of the world and his familiarity with the best society. 231. The ladies were a maiden of forty, and two much younger women, all of whom extended him their hands with utmost graciousness and made him welcome with hospitable smiles. 232. The bloom of the eldest of these ladies had vanished, but her eyes and fine hair gave her countenance an extremely agreeable expression; and there was a brightness in her face when she smiled, that made her at these moments positively charming. 233. Evidently the two younger ladies were sisters, as they bore a marked resemblance to one another; and they, also, as they greeted their guest, brightened their faces with smiles that doubled the beauty with which they were naturally endowed. 234. There was much of that feminine delicacy, in the appearance of the three, with which the fair sex is distinguished in this country and which makes every traveler, when he comes to our shores, the devout admirer of our American beauties. 235. Although the slightest rudeness or rusticity is immediately apparent in a woman, the demeanor of these ladies proved free from anything that did not consort with the manners of the aristocracy. 236. After he had handed his guest a glass of excellent Madeira, Mr. Wharton, the name by which the host was known, resumed his seat by the fire and for a moment held silent. 237. He paused, as one would pause if he were debating with himself, and at length threw the stranger a glance of inquiry, as he asked his name. 238. He rendered this question perfectly inoffensive by the manner and the form of words with which he asked it; for he asked the name of the gentleman to whom he was now, with great pleasure, proposing a pledge. 239.

The traveler, who had also seated himself, gazed unconcernedly at the fire while Mr. Wharton spoke, though he was conscious of the latter's polite but observant scrutiny. 240. If you will accept my apologies for my concealment of my name, a concealment which my delicate errand makes necessary, I will call myself Mr. Harper. 241. Before the war broke out and for a while after the war broke out, I should gladly have intrusted my real name to you if I were engaged on my own errand. 242. Since I first looked upon your face and the faces of these ladies, I have blushed at the thought of the necessity of this concealment, because honor speaks clearly from your eyes. 243. But I myself am not my own master at present, and have given my superiors an absolute pledge of secrecy, or I should make my real name known to you without hesitation. 244. You may at least rest assured of my entire loyalty to the cause of the Colonies; if these assurances seem insufficient, I will gladly withdraw from your house before the next hour strikes. 245. Mr. Wharton and the ladies quickly assured him of their perfect confidence in his character and apologized for their frank question, which they had merely asked that they might know the name of the man to whom they were drinking a toast. 246. Then Mr. Wharton most ceremoniously drank the stranger's health while the ladies held up their glasses until he had resumed his seat. 247. It is clear that you are engaged on an important mission, and since you indeed tell me so, I should consider myself impertinent if I questioned you further. 248. The rain to which you have been exposed and which has made the roads a sea of mud, will probably discontinue before midnight, and you will, if you please us, give your horse and yourself the rest that both of you need. 249. I would gladly make you the offer of my own horse, but he has recently been stolen by some British marauders, and now I can only make you welcome to the poor hospitality of my fireside. 250. When this deplorable war began I very wisely removed those of

my belongings which I valued most and which I could most easily move, to a place that was far from the scene of any possible depredations. 251. My reading of the histories of other wars has made me familiar with the violence and robbery which he may expect who leaves his wealth exposed in places where the soldiery may come at it. 252. If I were younger I should join General Washington's army, that I might strike a blow in the cause of my adopted country, which I love with all my heart. 253. But since gout has made me lame, and age has made me infirm, I have never ceased, since the war started, my devoted efforts in my country's behalf in ways that were within my ability. 254. I should, of course, like any other man, have preferred the vigorous service of active soldiering; but it is useless and unmanly to complain, and I have at any rate rendered my country all the service which my abilities allowed. 255. My services, like yours, are performed under a strict secrecy, to which my personal honor is pledged, and our commander-in-chief, General Washington himself, is interested in the veil of mystery with which I clothe my operations. 256. I do not term myself a spy, because it is not my duty to penetrate in disguise the lines of the enemy, and because I do not bring my superiors word of the disposition of the hostile forces and similar matters. 257. But in my work there is all the danger which a spy must confront and which turns his hair gray before he has grown old. 258. Since we are companions in secrecy, though we remain secret to one another, I pledge you this toast to the success of those patriots, the truest servants of their country, who wear no uniform and serve where danger is deadliest. 259. After Mr. Wharton had finished, some time elapsed before Mr. Harper responded, though he mechanically nodded his head and raised his glass to his lips in acknowledgment of the toast which had been proposed. 260. He was, if the truth must be told, filled with deep distrust of Mr. Wharton, who in his opinion had spoken too long and had said too much. 261. There could

not be much secrecy about a man who lived where anybody could find him at any time of the day or night, and there was something suspicious in the similarity of their employments. 262. Was this man, who was plainly an aristocrat and probably sympathized with the Tories, worming himself into his confidence, that he might later betray him to the British? 263. The three ladies could hardly be his confederates in so underhand a scheme, and he scanned their faces narrowly for some expression by which they might reveal their knowledge of the man's duplicity. 264. But although he watched them closely under the hand with which he casually stroked his forehead, there was not a single tell-tale look on their faces, as they sat around the fire and listened to the conversation. 265. After Mr. Wharton had ended his speech, Mr. Harper remained silent for a number of minutes because he could not decide on the course which he should take. 266. Whenever he was in doubt about the right course of action, it was his custom to wait until events shaped themselves to some definite end which he could understand. 267. This habit of mind, since he was mystified by his host's behavior, made inaction apparently the most prudent course, and he accordingly counterfeited perfect belief in the story which his host had told him. 268. The young ladies had again taken their seats by the work-stand, while their aunt, Miss Peyton, withdrew to the kitchen, that she might superintend the preparations which their guest's want of a supper rendered necessary. 269. A short silence prevailed, during which Mr. Harper was ostensibly basking in the heat of the fire, when Mr. Wharton again broke the stillness and offered him pipe and tobacco. 270. There was an evident desire on the part of the host for a resumption of the conversation, but from a fear of dangerous topics or a respect for the moodiness of his guest, he hesitated before he ventured any further remarks. 271. At length, after the silence had grown almost intolerable to him, a movement of Mr. Harper, as he raised his eyes to the party

in the room, encouraged Mr. Wharton to an effort at conversation on a different and perhaps more suitable subject. 272. The war has made extremely difficult the purchase of tobacco to the quality of which my taste is accustomed; and if the war lasts much longer, I must break myself of the habit of smoking, although it will be against my wish. 273. There must be plenty of tobacco in New York, but hostilities have rendered communication with that city, though it could be conducted for an innocent purpose, too dangerous for commerce in an article to which so little importance is attached. 274. The box from which Mr. Wharton had just taken a supply for his pipe was lying open, within a few inches from the elbow of Mr. Harper, who took a small quantity and tasted it on his tongue, in a manner perfectly natural but one that filled his companion with guilty alarm. 275. When Mr. Harper had thus ascertained the supreme excellence of the quality of the leaf, he gave Mr. Wharton a short but steady look from his eyes, content for the moment with this additional evidence of Mr. Wharton's Tory leanings. 276. If this unnatural struggle were at an end and a peace could be concluded on any reasonable basis, the country would be better for it; I long for the end of the war, that friends and relatives may meet again in peace and love, in the homes which the war has desolated.

(Infinitives.) 277. To show any suspicions would be to increase the likelihood of his immediate betrayal, and he recognized the wisdom of awaiting the turn of events. 278. He hoped to learn more of his host, if the opportunity to observe him were extended through the evening, and he pretended to be absorbed in thought as he drew near the fire to warm himself. 279. For this reason he let Mr. Wharton talk on about the price of tobacco and other small matters, while he continued to keep his own face in shadow and caused his companion to lean gradually farther forward into the firelight. 280. It was not difficult to persuade Mr. Wharton

to talk; by occasionally nodding his head in token of agreement or permitting a "yes" or "no" to escape from his lips, he furnished him all the encouragement necessary. 281. Mr. Wharton seemed to be one of those persons who are able to carry on a whole conversation upon receiving the smallest encouragement. 282. Waiting for events to shape themselves, without troubling to hurry them unduly, was certainly the easiest and safest course to pursue.

(Infinitives and participles.) 283. Lying back in his chair, and extending his hands to the heat of the blaze, he allowed himself to reflect upon his singular situation. 284. The fire-light, dancing on Mr. Wharton's visage, displayed every emotion on his expressive features; but his own face lay concealed in the shadow. 285. Gesticulating with his pipe, his host rambled on from one topic to another, and by gesticulating so emphatically warmed himself into considerable enthusiasm. 286. Shaking the ashes from his pipe, and turning his back to his companion, under the pretence of receiving a coal from his daughter for relighting his tobacco, Mr. Wharton secretly pulled the bell-rope. 287. After lighting his pipe, Mr. Wharton, casting a furtive look at the stranger, began to talk very rapidly, hoping to cover up the suspicious pause. 288. But Mr. Harper, apparently absorbed in the conversation or in his own thoughts, had not neglected to observe his host's suspicious motion, though the precise nature of it was, by reason of its being concealed in shadow, unknown to him.

(Secondary and retained objects, with a review of other complements.) 289. When he asked his friend this question, he was given in reply an answer that brought him no further information but simply made him still more mystified. 290. Some arguments prove convincing at first view; some are proved sound after a little reflection; everybody should teach himself to use arguments of the first sort, and give himself ample practice in the use of them. 291. When he was offered a leave of absence, he was found ready to accept it; it was

the least that his employers could give him; no other vacation had ever been offered him.

(Complements of verbals.) 292. To ask a wise man a hard question is easy for any fool; but to return a fool an intelligible answer is hard for any wise man. 293. To return good for evil, to be content with a little, to make yourself an example of good nature, never to be found unready for a kindness, seem to be the sum of the golden rules of life. 294. He feared to be caught taking photographs of the fortifications, for his detection would mean his being at last proved a spy; but he had come to take them and he resolved to continue.

(Relative pronouns as complements.) 295. Since the freedom which was allowed him by the police was very great, they evidently did not suppose him to be the person that he really was. 296. The pass that he had been given proved, in itself, their ignorance of the undertaking which he had come to accomplish. 297. The danger which he considered to be greatest was to be anticipated from the Chief Inspector, a man whom the policemen called the Ferret.

(Substantive clauses.) 298. The fact that he was not being followed proved that he was not yet suspected; and he resolved to do what he could in what time he had remaining. 299. He did not understand why he had gained such ready admittance to the fort, but he felt the opportunity was accidental. 300. He took one important precaution, that of pulling his hat over his eyes, that he might not be recognized by whoever might confront him; that precaution was the only one that he took.

(Substantive clauses and phrases.) 301. He knew that except on Sundays the gates of the fort were shut and put under sentry-watch, and that "under sentry-watch" signified the closest sort of guard. 302. He came to within a short distance of the wall, where he discovered that the noise of voices proceeded from beyond it. 303. That the sentry would not

open the gate save for special reasons made him despair for a moment of gaining entrance.

(Correlatives.) 304. His speech in defense of the proposed measure was delivered with such eloquence that both the Senate and the visitors in the gallery were completely carried away by it; and his arguments were so sound that he convinced all who read his speech after it appeared in print. 305. You can ride your horse faster than I can ride mine, and you can do it more easily than I can do it, for your horse can run as fast as mine can gallop. 306. Neither the aeroplane nor the dirigible balloon is so useful in war as many would have us believe.

(Ellipsis.) 307. The chief merit the experts claim for the flying machine is that it is more useful than cavalry for purposes of scouting. 308. Grant the flying-machine this single merit, and you have granted it all it deserves. 309. Some military experts talk as if the wars of the future would, through the invention of the aeroplane and the submarine, be fought almost entirely either in the air or under the sea. 310. But there is very little reason for anticipating changes as revolutionary as this. 311. When flying over the enemy's lines, an airship must sail either too high to take accurate observations, or so low that it exposes itself to bombardment. 312. These defects, if once admitted, prove that the airship, though very useful in its limited field, has done no more to revolutionize warfare than the machine-gun or the automobile.

(Review.) 313. The storm began to rage with great violence without; and the dashing rain on the sides of the building awakened that silent sense of enjoyment which is excited by such sounds in a room of quiet comfort and warmth, when there came a loud summons at the door. 314. In a minute the servant returned, and informed his master that another traveller, overtaken by the storm, desired to be admitted to the house for shelter through the night. 315. At the first



knock Mr. Wharton had risen uneasily from his seat; he seemed to be expecting something to proceed from this second interruption, that would be connected with the stranger to whom he was indebted for the first. 316. There was scarcely time for him to bid the black, with a faint voice, to show this second comer in, before the door was hastily thrown open and the stranger himself entered the apartment. 317. He paused for a moment as the person of the other traveller, Mr. Harper, met his view, and then, in a more formal manner, repeated the request he had already been heard to make of the servant. 318. Mr. Wharton and his family disliked the appearance of this new visitor excessively; but the inclemency of the weather, and the uncertainty of the consequences if he were refused the desired lodgings, made the old gentleman yield a reluctant consent. 319. Some of the dishes, though long since removed, were replaced by the orders of Miss Peyton, and the weather-beaten intruder was invited to partake of the remains of the repast from which the party had risen. 320. Throwing aside a rough greatcoat, he very composedly took the chair offered him, and proceeded to satisfy the cravings of an appetite which appeared by no means delicate. 321. But at every mouthful he turned an unquiet eye on Harper, who occupied himself in studying his appearance with an attention that was very embarrassing. 322. At length, pouring out a glass of wine, the newcomer turned towards Harper, and before swallowing it, looked at him, while he spoke, more steadily than before. 323. I drink to our better acquaintance; I believe this is the first time we have met, though your attention would seem to say otherwise. 324. It appeared that the quality of the wine was to his fancy, for, when he had replaced the glass upon the table, after draining its contents, he gave his lips a smack that made the room resound. 325. "I think we have never met before," replied Harper, as he observed with a slight smile, the boorish manners of the other. 326. Appearing satisfied with his scrutiny,

he turned to Miss Sarah, who sat next him, and addressed her with his next remarks, as if to put an end to the previous conversation. 327. You doubtless find your present abode solitary after you have grown used to the gayeties of the city; tell me how you contrive to employ your leisure. 328. You are correct in supposing it so, and I do wish, as my father has said, that this cruel war were ended, that we might return to our friends once more. 329. Whose rights can be better than those of a sovereign, and what duty is clearer than to obey those who have a natural right to command? 330. I ask you to understand that my sister and I differ in our political opinions, but we find an impartial umpire in our father, who loves both his own countrymen and the British and loves each as much as the other. 331. I believe there is little reason for you to fear misfortune from either outcome of the war, since your father has been actively allied with neither the revolutionists nor the Tories. 332. When Harper, disregarding the remarks of both, rose and desired to be shown to his place of rest, a small boy was directed to guide him to his room. 333. After wishing the whole party a courteous good-night, he made his exit, at which the other stranger instantly let the knife and fork fall from his hands, where he still sat at table. 334. He arose slowly from his seat, listened attentively while he approached the door of the room, paused as if to catch the echo of the man's retreating footsteps, and closed the door with great caution. 335. If these actions served to astonish the family, it is impossible to describe their amazement when he tore off the red wig with which his black locks were concealed and the large patch that had half hidden his face from observation. 336. In a twinkling the aged traveller whose back was bent with the weight of years had disappeared, and there stood before them, erect and smiling, a handsome young man, Henry, Mr. Wharton's son. 337. The faithful old black, who had been reared from infancy in the house of his master, and had been given, though a slave, the

name of Cæsar, was the only servant allowed to know whom this disguise had concealed. 338. When Henry extended him his hand, he printed on it a fervent kiss, a kiss so fervent that it argued well for both the kindness of the master and the loyalty of the slave. 339. Either the convenience or the necessity of the leaders of the American forces operating in the neighborhood of New York had forced them to employ certain subordinate agents, who were of extremely irregular habits, in executing their lesser plans of annoying the enemy. 340. It was useless, at so critical a time as this, to make fastidious inquiries into abuses of any description, and oppression and injustice were but natural consequences of the fact that military power was unrestrained by civil authority. 341. In time there was formed a distinct body of citizens, whose sole occupation appears to have been that of relieving their fellow-citizens of any little excess of wealth they might be thought to possess. 342. This was done, as the reader would naturally suppose, under the pretense of patriotism and the love of liberty; but since it was done by masked men in the dead of night and the proceeds went into the personal pockets of the so-called "patriots," it amounted to robbery. 343. There were occasions when military power itself was used to enforce these confiscations, for occasionally a man who held a commission in the militia was to be seen giving these acts of robbery the sanction of something like legality. 344. The loyalty of the British was not suffered to sleep, by the exasperation with which they viewed this paltry tyranny; forced to reprisals in self-defense, they resolved that they should not let themselves suffer for want of courage. 345. Thus it happened that there was organized a band of Tories, as well as a band of patriots; but the Tories were more prudent and their efforts more systematic. 346. Long experience had taught their leaders the value of concentrated force; and unless tradition does their exploits great injustice, their success was infinitely greater than that of their enemies and did their foresight

much credit. 347. This corps of men quaintly entitled themselves the Cowboys, and probably derived this appellation from the fact, with which every one was familiar, that they were known to have an affection for that useful domestic animal. 348. Cæsar, Mr. Wharton's servant, was far too loyal to associate men who held the commission of George III with the irregular warriors whose excesses he had so often witnessed and from whose rapacity neither his poverty nor his bondage had suffered him to escape uninjured. 349. The Cowboys did not receive their proper portion of Cæsar's censure, when he said no Christian, no person but an infamous rebel, could betray a dutiful son while paying his father a visit that was so full of peril. 350. The father of Mr. Wharton, Josiah Wharton, was a native of England, and of a family whose parliamentary connections had enabled them to obtain him a more remunerative position in the Colonies than usually fell to the lot of younger sons. 351. It was the fashion of that day to place the youth of certain families in the army or navy, as the stepping-stone to sure preferment if he displayed any talent by which there was any chance of advancing himself. 352. Most of the higher offices in the Colonies were consequently filled by men who had, when they were younger, made arms their profession; and it was no uncommon sight to see a veteran warrior laying aside the sword of a soldier to assume the ermine of the judge. 353. In conformity with this system, with the costly imperfections of which every student of American history is well acquainted, the elder Mr. Wharton had intended him to be a soldier until some position which he thought attractive should open for him in the Colonies. 354. But the strong natural disinclination of the son to a life that was full of peril and hardship, rendered these wishes vain; and, as if to support the son in his disinclination, came a tempting opportunity in the colony of New York. 355. The young man had spent a year, when the death of his father occurred, in seeking to determine in which

branch of the service he would find life least disagreeable if not actually pleasant. 356. For many years he continued happy in his family, and sufficiently respected by all to whom he was known, as a man of integrity and consequence, when all his enjoyments vanished with a greater suddenness than he would have believed possible. 357. His only son, the youth introduced in the preceding chapter, had entered the army and had arrived in his native country, within only one or two months before the war began, with the reinforcements the English ministry had thought it prudent to throw into the disaffected parts of North America. 358. His daughters had just reached the point where their education required all the advantages the city could afford, while his wife was in declining health, when there was given her just time to welcome him home and then bid him farewell again. 359. The shock was so great to the feeble health of the mother, as she saw her son called to the field to wage combat against the members of her own family in the south, that she sank, stricken with grief, under the blow. 360. There was no part of the American continent where the manners of England, and its aristocratic notions of blood and alliance, prevailed with more force than in and around the city of New York. 361. This attachment to Great Britain increased, as time went on, because many English officers found there American wives to their liking, until, when war broke out, the colony was nearly thrown into the Tory side of the scale. 362. But a few of the leading families espoused the cause of the people so staunchly, and such vigorous resistance was made against the efforts of the Tories to organize, that, aided by the army of the confederation, they succeeded in establishing, and maintaining, a republican form of government.

(Independent elements.) 363. To speak truly, live purely, right wrong and follow the king—these were the principal commands, Tennyson tells us, laid by King Arthur upon the Knights of the Round Table. 364. Oh, well, at least do me the

justice, Mr. Harper, to admit that you have not shown me the consideration I deserved. 365. The causes of the American war of independence being perfectly familiar to the reader, it is not necessary for the author to pause to discuss them. 366. There were, the candid historian is constrained to admit, a number of instances of resentment toward the Tories which resulted in painful injustice being done them. 367. To have had the force of character to run counter to the strong tide of public opinion, at a time when feelings ran so high that the supporters of an unpopular cause were sure to suffer persecution—this should have proved that the Tories were at least sincere. 368. The recollection of their own persecution by the hirelings of King George still fresh in their own minds, however, the patriots naturally vented their indignation on the nearest object; and it is truly remarkable, I think, that the Tories did not suffer more.

(Nouns used adjectivally and adverbially.) 369. If the war had lasted one or two years longer, it would have cost us more money and men than we possessed. 370. The raw country boys who constituted the militia fell a long distance short of our expectations at first, but, when once thoroughly trained, proved highly efficient. 371. The Ohio troops were particularly numerous and good, for they had been accustomed all their lives to life in the open, could both ride and shoot, and were able to march any number of miles without exhaustion.

(Modifiers of phrases and clauses.) 372. When they had come well within sight of the enemy's lines and nearly within earshot, they exchanged some whispered words, simply that there might be no hitch in their enterprise. 373. Almost before the last words were uttered, they were again crawling forward, with every nerve strained to fullest tension, partly with excitement but chiefly with grim resolve. 374. But just as they were about to fire, a lantern on the rampart, directly over their heads, shone down exactly on the spot where they lay.

(General review.) 375. You should ask me the name of the man who taught me sound methods of business, for I owe him everything, and he should be given the entire credit for my success. 376. His nickname, the Prince of Promoters, would scarcely give a stranger a true idea of his character, which was sterling in its honesty. 377. Although he made himself a large fortune through his financial operations, he never made the small investor his victim, like so many financiers. 378. His dealings were always scrupulously honorable towards whoever trusted him with the investment of money and towards whoever he encountered in the course of business. 379. He was forever reinvesting what he had made, was always learning by other people's mistakes, and at last became the great financier that he was. 380. The ability which he was given by nature he supplemented by the tireless industry with which he prosecuted his business and to which he always attributed his success. 381. Truth and honor characterized his attitude and all his dealings, while natural ability, with a capacity for hard work, explained the success of his career. 382. Our dreadnoughts and battle-cruisers will find and attack the hostile fleet, our submarines will assail the enemy's transports, and our forts and mobile troops will guard the seaports and the long line of coast. 383. But the hostile fleet must be met and attacked and beaten, and the transports must be assailed and driven off, or our seacoast will be entirely defenseless. 384. They knew that when the sun rose their chances of discovery would be so great that they would never escape unless a miracle happened. 385. But that their plan would be successful was practically certain, if they could finish the trench while darkness lasted, and the machine-guns could be mounted before they were attacked. 386. Although they worked frantically as they knew time was the chief factor in their success, they were silent as they worked, because the slightest noise would proclaim their presence to the enemy. 387. Since they realized that silence was as important as

speed, they worked with the constant fear that the shovels they dug with would click too loudly against the stones. 388. They worked easily and rapidly at first, but later, striking a subsoil harder and more stony than the soft earth above, worked slowly and with great caution. 389. They were suddenly attacked while still in the very midst of their work; but put any men in a tight place with their backs against the wall, and they will fight as if possessed with demons. 390. The prisoner asked the judge to be allowed another chance, but was promptly given to understand that a two years' imprisonment would teach him to be more careful in the future. 391. The time to ask for mercy has passed; I will let you repent at leisure in the penitentiary. 392. The prisoner heard the judge utter these words, without turning round to face him. 393. Crushed by the stern words and manner of the judge, the poor prisoner, trembling and afraid, was led away. 394. It would not seem surprising to me, if the climax of our business venture were to occur any day this week. 395. Having seen what happened to our hero the preceding evening, we are now in a position to resume the story, taking up the narrative at that point. 396. Such excitement as then prevailed it would be difficult to describe, for there was not a single soldier but went almost mad with joy. 397. Although they could hear the guns of a ship undoubtedly in distress, it was out of the question to send relief, as no life-boat could live in such a sea as this. 398. There being no possibility of rescue while the storm lasted, they lay by, hoping, so they told themselves, that the wind would go down in the morning. 399. The apartment occupied by the traveller was the wing at the extremity of the building, the same wing as that I have already mentioned, and opposite to the parlor in which there occurred the ordinary assemblages of the family; and it seems that Cæsar, the faithful slave, had consequently established a regular lookout, with a view to insuring the safety of his young master. 400. This intelligence gave all the members



of the family a good deal of uneasiness, but the entrance of Harper himself, with the air of benevolence and sincerity which could be seen shining through his reserve of manner, served to dispel these disagreeable doubts from the minds of every one but Mr. Wharton.

*Exercise 62.*—Cutting the complicated sentence (see section 328). Clarify each of the following sentences by cutting it into shorter sentences which shall present the ideas in a simple and orderly way more easily grasped and retained by the reader's mind. 1. Since among the men to whom the United States owes a great debt which has never yet been paid is to be classed Major-General Edwin H. Harper—a man whose service was not merely a military service, but a service to the moral and civic spirit of the Nation—it is with satisfaction that we learn that on June 4 he received an honorary degree from Cornell University, and that, as we trust he may, he will be similarly honored by other American colleges. 2. To him more than to any other man is owing the possibility of performing one of the miracles of the war, for America, notwithstanding the warnings of thousands of her citizens who from the object-lessons which Germany was daily giving us for two and a half years had been taught to see the approaching danger, found in him one who was, fortunately for her, not unprepared. 3. Since, although there have been times in the past when the telephone and telegraph were, and perhaps with justice, reckoned as luxuries, they are to-day in domestic as well as business life indisputable necessities, the abandonment of their wires by the telegraph and telephone workers will, if carried to fulfilment according to the plans of the proposed general strike, cause more injury to the citizens of the country than to the employing corporations. 4. The Western Union Company, however, points out, what we are more than anxious to believe, since, as has often been indicated before, a so-called systematic strike, if really universal, would

render a call to the police or fire departments from a house in trouble vain, the relatively small number of its operators who are members of the unions concerned. 5. It is indeed not so much the alleged cause or grievance to which is due the proposal of putting all the wires of the country out of business if even for a day, as the fact of such a proposal's ever having seriously been made, that is the real subject of interest to the people of the United States. 6. Equally unsound in reason, dangerous to the public welfare in execution, and so unlimited in its appeal that it must fall eventually to the ground of its own over-weight, the plan of getting all workmen to act as if they belonged to one big union and to strike without regard to the question whether men in their own trades are affected by a labor problem or not, should be, and, we confidently predict, is, foredoomed to utter failure. 7. At the time when the state adopted the woman-suffrage measure by a majority of 102,000 votes, we called the attention of the women, and we now do so again, but this time we call the attention of the women of the whole nation, on the occasion of what is now a national issue, to the fact that since the addition of millions of uninformed and indifferent voters to the polling lists would be a public calamity, whereas the addition of an equal number of thoughtful, intelligent, and conscientious voters would be of inestimable value, wherever woman suffrage is asked and granted there is laid upon the women a duty of doing something more than merely dropping a ballot in a box. 8. So remarkable has been the growth of the society, that not including enlistments in foreign countries to which the crusade has spread, such as China, Korea, Canada, Cuba, and France, there are now, among American school-children from six to sixteen years of age, not fewer than about three million who have qualified as Crusaders through the official "Healthful Chores." 9. If in the place of Silas Marner and his loom we imagine in a village a factory employing five hundred workers, where the problem, though bigger and

more complex, is essentially the same since instead of the tool and the man there are tools and men, we still find that the same economic principle is in force by which it is necessary to the business that both the tools and the workers should be in good condition. 10. Since either the belief of the workers that the business is prosperous, that they are not receiving a fair share of the profits, and that the only way to get such a share is by demanding increased wages, or the alternative belief of the managers that the business is unprosperous and that the only way to reduce expenses is to reduce wages, constitutes the cause of almost all our strikes and labor difficulties, it is becoming increasingly clear that the only fundamental solution of this problem, which will reach down to the root of the matter, is to give the workers a voice in the management of the shop and an audit over some profit-sharing schedule worked out on a more generous basis than is customary at present.

*Exercise 63.*—Punctuation of main clauses (Appendix 10, rule 1.) Punctuate: 1. Napoleon was the greatest general of modern times in fact he was the greatest in all history. 2. We made innumerable desperate attempts to get the boat through the surf but she swamped each time. 3. Our fingers were numb and raw with the cold besides this the sails had frozen almost as hard as boards. 4. He ordered all hands aft then he explained the dangerous situation in which we were placed. 5. After this we shook hands very good-naturedly indeed and each departed on his several way. 6. The violence of the hurricane now began somewhat to abate but the waves rose as the wind fell. 7. We guessed we must now be nearing land of some sort for the color of the water was changing and the sea was much more choppy. 8. I had grown pretty well hardened to the sight of brutal treatment nevertheless this new act of senseless tyranny revolted me. 9. Most sailors of the decent sort work their best under a firm but kindly sailing

master but there are always a few too lazy to respond to anything but iron discipline. 10. He was a hard and brutal tyrant indeed I have never seen a worse one in all my voyages. 11. Our men were completely exhausted by their labors consequently we were the last in the whole fleet to get under way. 12. He will not work so he shall not eat. 13. I did not believe the thing could be done nor did I approve of attempting it before daylight. 14. Either you will at once submit to arrest and go below in irons or I will draw my gun and shoot you where you stand. 15. The sailors feared a trial for mutiny at the first port otherwise they would gladly have killed him. 16. I have tried very hard to understand you still I cannot honestly say that I comprehend your point of view. 17. First he called the whole lot of us a pack of snivelling cowards next he said he was willing to give us one chance more to show that we were really men. 18. The giant oak extended one of its principal limbs across my window and very near it and thus made my descent easy. 19. I had made all possible arrangements so that in case of my death my heirs would not by any mischance be deprived of their inheritance. 20. The captain of a ship is given by law absolute authority over all on board to disobey him is mutiny. 21. I was drawn to the man at once by his frank eyes and open manner but I determined to reserve judgment until I had a fuller opportunity to estimate him. 22. This variety of whale is very difficult to catch furthermore it is said to furnish so little oil as hardly to repay the trouble. 23. I felt perfectly satisfied in my conscience because I had done all I could to avert the disaster. 24. We had been very tardy about getting up anchor this put us at a disadvantage with our competitors. 25. I paced the deck for more than an hour after my conversation and reflected seriously on what I had heard. 26. I walked fully five miles down the road between the high hedges and never in all that time caught sight of a single human being. 27. The captain ordered us to cast the spare anchor although there

was small likelihood of its holding us against the fury of the wind. 28. He undoubtedly deserved the promotion to the second mate's berth for he was both industrious and experienced. 29. It was the longest day of the year it was also one of the hottest. 30. My quarters were to be exceedingly limited as to space hence I restricted my baggage to the barest necessities. 31. Franklin possessed a special aptitude for persuading men into his own opinion without appearing to do so for he early discovered how little is accomplished by argument. 32. I was astonished at the second mate's folly in issuing this order since it was in direct contradiction of the captain's most express instructions. 33. He has been weakened by lack of proper food that is all that is wrong with him. 34. I will gladly tell you my whole story but not before you have answered me one question. 35. We all knew that there was no use in attempting so foolhardy a scheme as this still we had to obey orders. 36. I shall reply if he writes again if he does not he will never hear from me. 37. Franklin's name was always desired at the head of every subscription list or petition for he was famous for his honesty as well as for his common sense. 38. That is not the right way to splice a rope let me show you how. 39. I had been suffering all day from a slight return of my old fever so I went to bed at the first opportunity. 40. The battle of Saratoga may have been the turning point in the Revolution because it led to our alliance with France but the war was not won until Cornwallis had surrendered at Yorktown. 41. He rose to the occasion as though he had been a mate all his life for once I was not mistaken in my man. 42. Our sails was thoroughly wet from the dripping rain consequently they drew better and we soon outdistanced our pursuer. 43. What you are going to do you had better do at once the tide will change in a quarter of an hour. 44. I signified my willingness to fall in with his proposal though I secretly longed to be well out of the whole affair. 45. An empty barrel makes the most noise and still

waters run deep remember this when you are judging men by the way they talk. 46. I neither believed the thing could be done nor approved of attempting it before daylight. 47. There was still an occasional pirate to be met with in the southern Pacific though the British men-of-war were fast ridding the sea-lanes of these marauders. 48. You have been very friendly and generous to me I can hardly thank you as you deserve. 49. I had now crossed the equator and was therefore to be regarded as a sailor of full and respectable standing. 50. It was a risky piece of work at best but one that fascinated me by its opportunities of seeing the world. 51. We began to seek work together but what was the use there was no place open for us. 52. My friend has fainted from grief will you please carry him to the carriage? 53. Our troops have proved themselves gallant under fire let us also see what they have accomplished. 54. One look was enough for my uncle he turned and fled precipitately down the mountain side. 55. He listened on the wind he heard distinctly the sound of the distant fire-whistle. 56. He hesitated then with a mind made up he set out after the thief. 57. As he went down the canyon-like street, he heard a dull roar as of falling water that sound was the sound of the fire.

*Exercise 64.*—Punctuation of subordinate clauses preceding the clauses to which they belong (Appendix 10, rule 2). Punctuate: 1. If I hear the slightest noise I shall sound the alarm as a matter of precaution although it may turn out to be nothing at all. 2. Whenever the alarm is sounded it will be the duty of each man to spring immediately to his post even if he is certain that the alarm is false. 3. Since I cannot meet you in New York I shall have to ask you to come down to Philadelphia unless you can suggest some other way of arranging our interview. 4. Unless you hear from me to the contrary you may expect me to meet you at the Grand Central Station so that we need lose no time before I take the train for Bos-

ton. 5. Although we have been the victims of many false alarms it would be imprudent not to answer every one because you never can tell when the alarm may be genuine. 6. If you think that I am too cautious you will probably change your mind when you consider how disastrous it would be if we should ever be caught napping. 7. As I remember having told you when you first came aboard you have no excuse for pretending that you are ignorant of the regulations. 8. While he was considering whether he had better not write again he received a letter one morning as he was eating breakfast. 9. After the horses had been led out and the saddle-girths seen to the party mounted and rode off at a round gallop. 10. When we looked toward the hotel we were amazed at the sight which met our eyes. 11. As we alighted from the train we were met by Chief Three-Bears and a considerable escort. 12. If one has two weeks of spare time and wishes to use that time to advantage let me recommend a visit to Glacier National Park. 13. Try as we might we could not get him off that subject. 14. Because of my lame foot I was unable to stand up when the rest did. 15. When crossing a crowded street it is always wise to wait for the right moment. 16. If in doubt as to what you ought to say say nothing. 17. Owing to the extreme difficulty of bringing the guns forward through a shell-shattered country the infantry always have to wait for artillery support after a successful attack. 18. So that there may be no misunderstanding in the future let me tell you now just what you are expected to do. 19. What I have said thus far applies only to your duties when you are actually on guard. 20. When you are off guard and merely supposed to be within easy call in case of danger you are expected simply to be capable of always responding instantly to such a call if it should come.

*Exercise 65.*—Punctuation of participial phrases (Appendix 10, rule 3). Which of the participial expressions in the

following sentences should be set off by commas? 1. He came up the great hall toward the throne leaning on the shoulders of his two companions. 2. His relatives coming to the rescue soon bought young Coleridge out of the army. 3. The moonlight showed that the man climbing the gate was his father. 4. Slowly he rode round the lists looking intently at the maidens in the boxes. 5. He withdrew saying that he was vanquished by his opponent's superior skill and courtesy. 6. Finally he paused in front of the box containing Athelstane and his party. 7. Any man attempting to interfere with the captain's authority is guilty of mutiny. 8. Ivanhoe courteously raising his lance rode past his opponent and offered to run another course with him. 9. But his horse being young and unused to tilting swerved at the critical moment. 10. They were all rushing about shrieking dancing falling down in sheer exhaustion. 11. There in the courtyard gathered about the grindstone was a mob of revolutionists sharpening knives and various other weapons. 12. The sailors not employed otherwise were set to scrubbing the decks. 13. Gareth rallying his strength for a final effort cast his antagonist into the stream. 14. The first man crossing the chalk line will be shot. 15. Raising his battle-cry in a voice of thunder he rushed to his comrade's assistance. 16. A word used in place of a noun is called a pronoun. 17. Brutus stood outside his tent waiting for Cassius to approach. 18. We have seen nobody in this neighborhood resembling in the slightest degree the man described in the handbill. 19. Those rather seriously wounded are given first aid in the trenches and taken back to the hospital under cover of darkness. 20. Who is that man just getting out of the trolley car? 21. He had been seen several years ago travelling in the coach towards Dover. 22. Swinging the rope over his head and bending his body so as to give it full force the captain brought it down on the poor fellow's back. 23. Having got all our spare space filled with hides we hove up anchor and made sail for San Diego. 24.



The sailors exhausted by their efforts were hardly able to come down the mast in safety. 25. We being practically unarmed thought it the better part of valor to crowd on sail and escape. 26. It was astonishing to observe the uncontrolled anger displayed by a man ordinarily accustomed to conceal his feelings completely. 27. I wish to serve in your kitchen for a year and a day my name remaining unasked. 28. Realizing that any interference would only make matters worse I simply stood by with a sick heart. 29. Not knowing what I ought to say I very wisely said nothing. 30. We found the long-boat completely staved in on the rocks. 31. The next sound reaching our ears was the groaning of the poor fellow in his bunk. 32. Following our conductor among all these strange sights we came to a table at the end of the room. 33. There was a pile of tables and chairs at the end of the room heaped together promiscuously. 34. The next day being Sunday all hands had naturally expected to be laid off from all unnecessary work. 35. Having returned to the town we saw a great crowd collected in the principal square in front of the town-hall. 36. Answering promptly to my name I stepped forward and touched my cap to the first mate. 37. The Hawaiian sailors danced first exhibiting their skill and endurance in a hundred extraordinary measures. 38. He could be heard muttering and grumbling to himself in the cabin. 39. All I could do was to sit perfectly still in my chair smiling and nodding as if I understood and approved everything. 40. We being practically unarmed it seemed the better part of valor to crowd on sail and escape. 41. Any sailor signing up for a voyage on that man's ship is a fool. 42. Books bound in substantial cloth are quite likely to outlast those bound in leather. 43. The roof having fallen in we knew it was impossible to save the building from the flames. 44. Coming round the cape and heading straight in toward the town we thought to cast anchor before sundown. 45. Having collected all the hides produced on that coast since

our last voyage we were now ready to depart. 46. Hitching the instrument up on his knee he thoughtfully struck a few preliminary chords and then began. 47. Coasting along the quiet shore of the Pacific we came to anchor directly abreast of a steep hill as high as our masthead. 48. The captain ordered the gig to be manned intending to go ashore and interview the resident agent. 49. Eying me in a disturbed manner he turned on his heel and walked away. 50. The shining precipice of rock rising directly out of the calm blue of deep water made a noble picture. 51. A clump of palm trees crowned the summit of the cliff swaying in the gentle breeze. 52. A man acting without any purpose in life is like a boat drifting down stream. 53. The house built upon the sand fell but the house built upon the rock stood. 54. Looking back over my life I find many things in it to regret. 55. The right and left bowers in euchre and other card-games are terms derived from the little anchors at the right and left of the bow. 56. The whale taking no notice of us passed slowly on and dived a few yards beyond us throwing his tail high in the air. 57. This accident left our after-deck strewn with wreckage. 58. Sam stood in the bow of the whale-boat balancing his harpoon and waiting for the right moment to throw. 59. The man bringing all his potatoes to the basket first is accounted the winner of the contest. 60. Knowing that we should have to wait an hour or more we strolled about the beach picking up shells and gazing out to sea. 61. For nearly an hour I sat there lost in the luxury of freedom until I heard my name shouted from the boat. 62. I found a large room filled with children from three to about eight years old. 63. The captain having landed took his way round the hill ordering me and one other to follow him. 64. Skilled workmen were summoned from all parts of the country, and every building material including cement was used for making ships. 65. We passed through many small towns between Dover and Georgetown the most important being Milford. 66. The

priest having been with many other wounded soldiers understood what the dying man wished. 67. Here a number of men astonished at his terrified appearance gathered around my uncle and asked him what was the matter. 68. Turning the corner of the hill I came suddenly upon a hut erected on the southern slope. 69. Winking one eye at me as he spoke the mate beckoned me into the cave. 70. We stumbled upon a large oak chest bound with copper bands and studded with nails. 71. The cover having been at last forced open we saw the glittering contents. 72. There were coins of all countries and denominations shining merrily up at our fascinated eyes. 73. Tucked into one corner was an oilskin packet evidently containing papers of some value. 74. No papers not deserving careful preservation would have been put into the chest. 75. I took one look at the tempting display and then running back to the mouth of the cave looked up and down the beach to see whether there was any one spying on us. 76. Far down the beach I saw three or four of the sailors lounging about the long-boat. 77. The trees nodding in the breeze flecked the sand with moving patches of shadow. 78. Rising and falling slowly in the gentle swell the brig could be seen in the offing. 79. Having satisfied myself that all was safe I returned to examine the treasure more closely. 80. Once more I raised the lid and smiling to myself at the wealth which was now mine began to take out the contents.

*Exercise 66.*—Punctuation of adjectival clauses (Appendix 10, rule 4). Which of the adjectival clauses in the following sentences should be set off by commas? 1. A wise man learns by the mistakes which others make; a fool learns only by his own. 2. A sack that is empty will not stand up. 3. This a remark that applies to both sacks and men. 4. The place which the English chose for Napoleon's exile was the little island of St. Helena in the southern Atlantic. 5. Coleridge was sent at an early age to Christ's Hospital which was

a famous charity school in London. 6. The heralds then proclaimed the rules of the combat most of which were made for the purpose of decreasing the danger of serious injury. 7. A man who has too many irons in the fire is likely to make a poor horseshoe. 8. By this means he had often talked to Charles who sent cheerful messages to Lucie. 9. The point which is equally distant from all points in the circumference is called the center. 10. A man who is very busy about only those things that interest him is one kind of lazy man. 11. The fire that almost burned down Chicago was caused by an obstreperous cow. 12. He turned out to be one of the men who had escaped from the prison about a month before. 13. In April of that year I paid my first visit to Abbotsford which is famous as the home of Sir Walter Scott. 14. Presently we came to a patch of woodland which was a welcome relief from the blazing sun. 15. We all looked up at the sky which was partly covered with fleecy clouds. 16. Our next stop was at a quaint little village about twenty miles farther on which I shall not attempt to describe until my next letter. 17. The perihelion is the point in the earth's orbit where the earth is nearest the sun. 18. The only time when it is worth while to lock the stable door is before the horse is stolen. 19. Let us first read the preface where the author will probably tell us the purpose of his book. 20. The day when the French revolutionists captured the Bastille is one of the most important in history. 21. Napoleon was first exiled to the island of Elba where he was treated with marked consideration. 22. The English now determined to exile him to some place where they could feel sure he would stay. 23. This is probably the precise spot where the famous old building stood. 24. The day in autumn when the light and darkness are of equal duration is called the autumnal equinox. 25. The place where Napoleon spent the last six years of his life was St. Helena. 26. The time while I was waiting for him to arrive I spent in looking out of the window. 27. During April and May while

he was recovering from his wound he learned to speak French. 28. The André oak where Major André was caught stood not far from Sleepy Hollow. 29. The most interesting part of the book is the closing chapter where the author sums up all his conclusions simply and briefly. 30. In the northwest where the air is very dry people do not mind the cold so much as they do in the east. 31. On the Fourth of July when the whole nation pauses to celebrate its liberty we ought to reflect upon our individual duties to our country. 32. Even at school Coleridge gave evidences of that great but unbalanced genius which distinguished him in later life. 33. It was only his wonderful dexterity that saved him. 34. Those fifteen weary months that were spent in France were very unpleasant to the Doctor. 35. The savagery which the Indians displayed towards the settlers was in part the fruit of their treatment by the whites. 36. Many knights who had entered their names too late were unable to take part in the tournament. 37. Portia was not a prattling woman but one who could keep a secret and endure pain in silence. 38. Brutus was deeply affected by the wound which Portia had inflicted on herself to prove her strength of will. 39. Of these five the Templar was the one whose skill made him the natural leader. 40. He looked out of the window and beheld a sight which chilled his blood. 41. The great oak tree under which Napoleon had his favorite seat was blown down on the same night on which he died. 42. The good luck which had hitherto followed Napoleon seemed to desert him at the very moment when he undertook the invasion of Russia. 43. We waited for the tide which was now on the flood to take us back into the channel. 44. We soon worked our way back into the channel which at this point was fully fifteen feet deep. 45. At last we dropped anchor opposite the arsenal where the workmen cheered us. 46. It was utterly impossible to cross the bar in the sea which was now running. 47. Besides S—— and myself there were only five in the forecastle who together with the four boys in

the steerage composed the whole crew. 48. Two members of the larboard watch were inexperienced boys whom we hardly dared let steer except in fine weather. 49. There was one difficulty which nothing that we could do would remedy. 50. We were bothered by the leak in the forecandle which made our quarters very uncomfortable. 51. The tightest ship will leak a little at the bow on account of the constant strain to which the bowsprit is subjected. 52. On the second day out of San Diego we ran into the northeast trade winds of which we took full advantage. 53. Every day which we sailed on this tack brought us nearer home. 54. This passenger was no other than a gentleman whom I had known in better days. 55. Here I learned of a ship that was about to sail for Boston where I could easily find means of furthering my fortunes. 56. Why should a sane man come to an island like this where there was nothing to do but stroll along the beach and pick up shells? 57. It was the weather that brought to my mind a little incident that had happened to me on a previous voyage. 58. The second mate who was always rather intimate with me told me an extraordinary story of this island. 59. The sound woke up the rest of the crew who stood looking at one another fearfully. 60. The only course which was likely to save my life was to slash at him with my cutlass regardless of the noise. 61. There was something not at all encouraging in the heavy manner in which the ship took the swell. 62. Juan Fernandez is the name of the island where the real Robinson Crusoe was shipwrecked and spent so many years. 63. Late in the afternoon we came into sight of the cliffs that guard the stormy entrance into the Straits of Magellan. 64. All during the following day when the danger was entirely over the captain slept like a dog. 65. After six or eight minutes of hard hauling and pulling and beating down the sail which was as stiff as sheet-iron we managed to get it furled. 66. Next morning was the morning of the Sabbath which is the only idle time for a sailor at sea. 67. It is almost impos-

sible for a landsman to conceive of the enormous amount of tarring, greasing, oiling, varnishing, painting, scraping, and scrubbing which is necessary in the course of a long voyage. 68. The first mate and the larboard watch go below until four in the morning when they come up for their second turn. 69. Any parts of the running gear that were unfit for further use had to be taken down and either repaired or replaced. 70. An explanation of the "dog-watches" may perhaps be of interest to one who has not been at sea. 71. Those of the sailors who are in the graces of the cook can get their wet mittens or stockings dried or light their pipes at the galley fire during the night watch. 72. The steward who is the captain's servant has charge of the pantry from which every one, even the mate himself, is excluded. 73. The second mate has to furnish the sailors with spun-yarn, marline, and all other stuffs that they need in their work. 74. The second mate has charge of the boatswain's locker which includes serving-boards, marline-spikes, and so on. 75. Another of the first mate's duties is to keep the log-book for which he is directly responsible to the owners and insurers of the vessel. 76. The man who acts on board ship as prime minister, official mouth-piece, and active superintendent is the first mate. 77. The passengers who all appeared to be French or possibly Swiss gave us a hearty cheer and a waving of hats. 78. Her decks were filled with her passengers who had come up from the cabin at the cry of "Sail ho!" 79. It is now my intention to describe the duties, regulations, and customs which pertain on a typical American merchant ship. 80. The rocking of the vessel which apparently increases the higher you climb the mast made me extremely dizzy. 81. This was the first ship that I had ever seen at sea. 82. I sat down weakly on the spars and waited for seven bells which was the signal for breakfast. 83. The operation known as "rigging the head-pump" which is performed every morning at sea takes nearly two hours. 84. The wind which had risen considerably dur-

ing the night was now sending the spray over the bows. 85. The fourteenth of August was the day on which the brig was to sail. 86. The steerage where I was to live was filled with coils of rope, spare sails, and old junk. 87. I came aboard with my sea-chest which contained an outfit sufficient for a two or three years' voyage. 88. This was the first blow that I had ever seen that could really be called a gale. 89. The man who gets out on the yard first goes to the weather ear-rings, the second to the lee, and the next two to the "dog's ears." 90. Towards sunset there came on a drizzling rain which wetted down our sails and enabled us to pull away from our pursuer. 91. The land that we had sighted proved to be the Falkland Islands. 92. We had now every prospect of a passage round Cape Horn which would be free from danger. 93. The gales which one encounters in the region of the Horn are in some particulars unlike those in other parts of the world. 94. It requires a good deal of watchfulness and skill to steer a ship that is close-hauled, in a gale of wind against a heavy sea. 95. The spray we had taken aboard during the night had turned to ice on the ropes, tackles, and decks. 96. All the storms that I had previously experienced or indeed even imagined were as nothing to the one that now fell upon us. 97. Most people have usually experienced during a gale a time when it seemed as if the wind had reached the top of intensity and could not possibly go higher. 98. The men who were aloft were almost blown from the rigging. 99. The distance between the compass and the place where I held on for dear life could hardly have been more than five short paces. 100. The words which the captain shouted were absolutely inaudible in the wind, but I got their meaning from the gestures with which he accompanied them. 101. The only moments when we could be said to take any pleasure were at night or at morning when we were allowed a tin pot full of hot tea. 102. He is probably some young fellow who has escaped from a neighboring abbey. 103. She said that it was



luck alone that had enabled him to triumph. 104. It was only a short ride to the next loop of the river where the knight who called himself Morning Star was holding the passage. 105. Soon they came to a side road where they turned out of the highway and presently arrived at a farmhouse. 106. A man who has to support any one should have no fear of lack of money because high wages are offered in every trade. 107. He followed the jailor into a large room where he joined the others who were doomed. 108. On the list there were, besides Darnay's, twenty-two other names of which one was that of a young girl. 109. But at Dover which is the capital of Delaware the people seem to be better dressed and educated. 110. The food which we had for lunch was plain but wholesome. 111. We paddled along the canal on the lookout for a village where we could obtain lodgings for the night. 112. The horses were growing uneasy at the delay which had now lasted fully thirty minutes. 113. As we were rounding the face of a bluff where the trail seemed to crawl along the edge of the precipice one of my companions uttered a cry of delight. 114. All through the war he showed the same unflinching spirit which he had shown when a boy. 115. I dreaded the cold plunge into the lake which I had promised myself the night before. 116. When we reached Georgetown we went to see the magnificent boulevard which has recently been presented to the state by one of its chief citizens. 117. He was forced to give the money to the outlaw chief who carefully counted it. 118. But to his dismay he was led to a clearing where the outlaws were assembled. 119. The next two games that we played were with teams that were easy to beat. 120. The place where the combat was to be held was a large field where the knights were accustomed to take their exercise.

*Exercise 67.*—Punctuation for the separation required for clearness (Appendix 10, rule 5). About each of the following

sentences tell: (a) where the comma is needed; (b) what grammatical relationship temporarily appears to exist, when the comma is omitted; (c) what relationship is really intended; (d) how, if possible, the sentence might be rewritten so as to avoid the necessity for the comma. 1. To any one just beginning Latin, or in fact any foreign language, living or dead, offers considerable difficulties. 2. Close upon the heels of this misfortune began to torment him in earnest. 3. Not long after his house was burned down and all his property destroyed. 4. Owing to the fact that the street is faced with brick houses should be furnished with blinds to keep out the glare. 5. In order to get my hand through the grating, quite contrary to what I had supposed from the apparent size of the mesh, had to be removed. 6. In the course of preparing for the printer the second part of the manuscript was lost. 7. Duke William before the battle of Hastings had decided what the government of England was to be and now proceeded to put his plans into operation. 8. I greatly fear the consequences of this new law passed by Congress will be disastrous to the whole country. 9. The instrument is so constructed that the musician by blowing hard gets a high note, and easily an octave lower. 10. Upon being discharged from prison he rejoined his wife, and since he has lived honestly and attended strictly to business. 11. To the soldiers hurrying past the village seemed indeed no different from any other mountain hamlet. 12. Shortly before he had married a certain lady of French descent named Carpenter. 13. On my raising a hand to snatch my hat off flew my signet-ring. 14. If you can possibly do without the money ought to be given to the poor. 15. I opened the window in order to let the sun shine in and see my way about the room. 16. It is now at least ten months since his disappearance and the bankruptcy of his firm is still the talk of the town. 17. Bright crimson streaks, like northern lights in level shafts, the whole western sky. 18. Without counting the officers were able to guess

very accurately the total number of prisoners. 19. In spite of all the vexatious delays, which had interfered with the coming up of the reserves, did not seriously hamper the reinforcement of the troops. 20. He felt as if on turning round the corner was an ambush and the traffic policeman a spy. 21. During the one instant when I was not looking over my shoulder whizzed a bullet, and then another, and another. 22. I determined that my only companions on the trip were to be my brother, Harry and John, and of course our French-Canadian guide, who could not be trusted, was to be left behind. 23. My anxiety after the last war-whoop died away and gave place to renewed hope. 24. Conductors are instructed that in the event of anybody's trying recklessly to get off the car must nevertheless be stopped to avoid an accident. 25. I could just make out far beyond the next mountain range, purple in the distance and walling in my world. 26. A person easily made giddy should never wade a mountain stream; for to one looking down the stream seems to go with lightning swiftness, while the moment he raises his eyes above his feet will stumble against a boulder. 27. Probably because of our taking photographs of these soldiers, under command of a corporal armed with a general warrant, suddenly appeared and put us under arrest. 28. From that time on every ship, as she sailed up the harbor, was stopped and inspected before she was allowed to proceed to her moorings. 29. Far within the deep recesses of the cave were enshrouded in the mystery of utter darkness. 30. Before and behind the surrounded regiment, waiting to receive the final blow, was pressed by the Arab horsemen. 31. Deeds of valor are many, but there are few historians can relate to equal this. 32. If you can read the words before you say them. 33. Close and guard the doors; we must keep those that are in in those that are out out. 34. A conscientious historian feels in duty bound to put what is true in his book and to keep anything that is not out. 35. He is so easily embarrassed that he can hardly

stand up before the class begins to laugh. 36. On account of my writing home to my uncle John tells me I shall receive some extra spending money. 37. With almost every sea sending the spray over the weather rail was becoming an unsafe place on which to lean. 38. There are some things which are unnecessarily dangerous for a locomotive engineer, who is of course responsible for the safety of a whole trainload of passengers, to do under any circumstances. 39. The prisoner rather expected some leniency on the part of the judge would be shown in the sentence. 40. In the event of the inoculation taking pains should be used to keep the patient warm. 41. Upon reading over the list of names of all persons whose should I find but yours! 42. By the insertion of the one span that was necessary in order to bring the cables across the bridge entered upon the next stage of its construction. 43. Before yielding he took steps to render all the supplies that were left useless to the enemy. 44. The court compelled him to pay at the rate of eighty cents on every dollar for all the purchases he had had charged to the druggist. 45. Can you do what you have to do easily? 46. By constantly bending over the flaps become worn and break off. 47. He wished to keep what his crime had been secret from the police. 48. Before he had made up his mind that he would never under any circumstances whatever invest in mining stocks again. 49. Therefore only by those persons who are allowed to communicate the disease is spread. 50. After drying the leaves are gathered up and brought into the warehouse. 51. In shrinking all woolen fabrics undergo a pronounced physical change quite visible under the microscope. 52. To one who has not yet caught his first trout are like any other fish. 53. The native pack-bearers were greatly fascinated by the safety-matches, and by these safety-matches in the course of two or three years were brought into general use throughout the whole region. 54. I'm glad to let what will be be; what is is bad enough for me. 55. Everything that he had had had to

be thoroughly disinfected. 56. Then with equal suddenness there stepped the very man I expected to find out the side door and the front door slammed in my face. 57. My eyesight is so good that I distinctly saw him double as I ran round the corner of the house. 58. They put up a good front back to back side arms loosened at the belt ready to give and take no quarter whoever the foe might be. 59. His eyes were bulging and blood shot from his nose to his neck. 60. Let any one who is able to lift the man up with him! 61. A few hours after the crisis of the disease occurred. 62. Can it be possible that any one who has hair brushes it in this extraordinary way? 63. To any one who possesses a sweet tooth paste made of flour, egg, sugar, and cinnamon will prove delicious. 64. Owning to the slight crookedness of my nose glasses do not easily fit me. 65. I have heard that doctors in the hospital train blind soldiers to walk about with greater freedom. 66. The first floor of the annex contains a room large enough to accommodate a billiard table of regulation size and four shower baths in a room adjoining. 67. Upon close questioning he modestly admitted having pulled no fewer than fourteen survivors out of the wreckage, and for this acknowledgment in substantial form will shortly be made by the company. 68. He was the friend of the poor student and the best scholar of the faculty. 69. We shall miss the inspiration that flowed from his hand-clasp and his eye of friendly sympathy. 70. This is one method of fighting the Germans have, as yet at least, been unable to compete with. 71. About one third up the road, as we motored along, widened out a good deal. 72. They sat down in the same seat with an officer directly behind them. 73. Our ink is blue wet black dry and without sediment.

*Exercise 68.*—Punctuation of discourse (Appendix 10, rule 6). Punctuate the following sentences, commencing direct discourse with a capital and enclosing it in quotation-

marks: 1. He said that he was always ready to do his duty to his country. 2. He asked me what was the trouble. 3. He inquired of me what was the trouble. 4. He asked me what is the trouble. 5. He asked me if it was ten o'clock. 6. He asked me is it ten o'clock. 7. I told him no. 8. He tells me I have offended him. 9. I said to myself the time had come. 10. I said to myself the time has come. 11. In the preface we read the Romans copied their literary notions from the Greeks. 12. He said the automobile cost more than it was worth. 13. John declared he had often done it before. 14. John declares he has often done it before. 15. John declared I have often done it before. 16. She answered that wild horses would never drag the secret from her. 17. I said to myself the tide would soon rise and lift my boat off the rocks. 18. The ticket agent informed me the last train had gone an hour ago. 19. You had better he said swing out the life boats. 20. If you will allow me to make a suggestion he replied I can show you an easier way to restore the polish. 21. My name said he is John Smith and by profession I am a lawyer. 22. He is simply worn out by lack of sleep pronounced the doctor and should be allowed to sleep. 23. Please step this way whispered the sergeant for I have something important to tell you. 24. I am so very tired and sleepy said the watchman as soon as he was relieved that I shall go to bed at once. 25. But let me suppose our opponents object that the law, if passed, would entail heavy expense. 26. But let us suppose our opponents ask us what about the expense. 27. But suppose our opponents ask us what will you do to meet the necessary expense. 28. In answer to your objection said I allow me to quote from the second article of the Constitution. 29. In that case why he inquired has the law been allowed to become a dead letter. 30. I do not suppose he shouted across the room at me that you will take a single step to enforce the law for what would be the use.

*Exercise 69.*—Punctuation of dialogue (Appendix 10, rule 6 and notes). Punctuate the following passages, paragraphing correctly, and carefully observing the principles laid down in the notes under Rule 6: 1. Hello shouted George how's your health this morning—oh I'm all right answered Jack—then why do you look so tired George asked—the truth of it is replied Jack I had to be up most of the night mother is not very well and one of the children has a bad toothache I had to play the doctor for the family—by this time George had crossed the field and no longer had to shout. 2. And you should moderate your expressions, cousin, regarding the countess and your brother resumed Mr. Warrington of you they always speak most tenderly her ladyship has told me everything—what, everything cried Will, aghast—as much as women ever do tell, cousin she owned to me that she thought you had once been a little in love with her—why she hates you said Mr. Esmond yet she says you were wild about her once—does she say that of me asked Mr. Esmond—then they all laughed. 3. The General had not had a word to say during the whole discussion—I think Harry would look very well in your figure of a prince he now interposed that scene where he takes leave of his wife before departing for the wars reminds me of your brother's manner not a little—oh, papa, surely Mr. Warrington himself would act the part best cried Miss Theo—and be deservedly slain in battle at the end asked the General—I did not say that Miss Theo expostulated blushing I only said that Mr. George would make a very good prince. 4. Mr. Warrington thought over the matter on his way to his lodgings, and lay thinking of it all through the night—what is it, my boy asked George Warrington of his brother when the latter entered his chamber very early the next morning—I want a little money out of the drawer said Harry looking at his brother I am sick and tired of London—good heavens, can anybody be tired of London exclaimed George who had private reasons for thinking it the most de-

lightful of places—I am for one I am sick and ill said Harry—have you and Hetty been quarreling suggested George—For answer Harry only laughed bitterly. 5. Harry got up from his place—I am going on a journey said he in a very tragical manner I am come to bid you good-bye, aunt—on a journey the Baroness exclaimed are you going home to America I read in your face that you are—no Harry said not to America yet only to the Isle of Wight for the present—indeed a lovely spot the old lady murmured good-bye, my dear, and a pleasant journey—and she kissed a hand to her nephew. 6. I could never understand why a man should be frightened at a ghost said Harry—pray have you seen one, sir asked the pert young lady—no I thought I did once at home when we were boys Harry answered laughing it was only Nathan in his night-shirt, however; George was a trifle frightened but then he's—here he paused—then George is what asked Hetty—George is different from me Harry replied he probably takes after our mother who is very nervous about some things—Hetty saw that nothing was to be gained by trying to drive Harry into a corner. 7. The truth is, my dear, that your father is so much better than all the world that he has spoiled us answered Mrs. Lambert emphatically did you ever see any one to compare with him—very few indeed owned Theo with a blush—very few! who is so good-natured demanded her mother—I think nobody, mamma Theo acknowledged—or so brave—why I dare say Mr. Wolfe or Harry or Mr. George are very brave—or so learned and witty pursued her mother relentlessly—I am sure Mr. George seems very learned and witty too said Theo—humph said Mrs. Lambert. 8. The Templar interposed—can you find in his comic female characters the elegance of Congreve and the Templar offered snuff to the right and left—has Mr. Spencer himself ever tried his hand asked someone—many gentlemen have the Templar answered Mr. Garrick has had a piece of mine and returned it—and I confess put in George that I have four acts of a play



in one of my boxes—I'll be bound to say it's as good as any of 'em whispered Harry to his neighbor—is it a tragedy or a comedy asked Mrs. Lambert— 9. Oh a tragedy and two or three dreadful murders in it at least George replied—let us play it and let the audience look to their eyes yet my chief humor is for a tyrant said the General—the tragedy the tragedy, go and fetch the tragedy this moment, Gumbo, said Mrs. Lambert to the black—Gumbo made a low bow and said tragedy yes, ma'am—in the great cowskin trunk, Gumbo, George said gravely—Gumbo bowed and said yes, sir, with still greater gravity. 10. But my tragedy said George is at the bottom of I don't know how much linen, packages, books, and boots, Hetty—never mind let us have it cried that impetuous young lady fling the linen out of the window—and the great cowskin trunk is at our agent's at Bristol George continued so Gumbo must get post-horses and we can keep it up till he returns the day after to-morrow—the ladies groaned a comical oh and expressed themselves as thankful for their narrow escape.

*Exercise 70.*—Punctuation of vocatives (Appendix 10, rule 7). Punctuate the following sentences in accordance with Rule 7, also using commas to set off mild exclamations: 1. What do you wish for breakfast sir? 2. Excuse me Mr. Speaker but your time is up. 3. I have been informed Mr. Chairman that considerable opposition to the proposed measure has developed throughout the country. 4. I beg your pardon sir I did not mean to bump into you. 5. My first reason your honor is that the prisoner is obviously too young to be held responsible for his actions. 6. It is hardly possible to believe that you George could have done anything so really heroic. 7. Well my friend what is your opinion now? 8. Why that is most extraordinary Harry. 9. Well well my dear life is full of just such disappointments. 10. Tut tut don't make so much fuss John there is no need to be alarmed. 11.

Of course father if you forbid me why well I must simply obey. 12. My how we did go on old man when we were boys at school! 13. Well then Mr. Jones shall we turn around or go on? 14. What Doctor Brown do you think is really the matter with him? 15. Yes I am ready to go my boy. 16. Well hardly my dear not unless I see the price. 17. No I shall not consider your offer Mr. Blank I am well supplied at present. 18. Yes sir that's the cause of the whole trouble. 19. Well really sir no I don't think I ought to. 20. All right then young man go your own way and well be hanged to you. 21. Hands off you there can't you see the notice not to touch? 22. Well of all the stories I ever heard my dear that ha ha is the most ridiculous. 23. Say you you long-legged loungee get a move on will you no hanging round here. 24. Please sir could you help me to find this number? 25. Say you'd better keep your face straight young fellow or well you'll regret it.

*Exercise 71.*—Punctuation of appositives (Appendix 10, rule 8). Punctuate: 1. Across the top of the panel was the inscription George Washington father of his country. 2. I contented myself by asking why my dear sir do you insist on voting against Smith a man really fit for the office? 3. I had just time to shout look out John there's a train coming its number eight the limited express. 4. Well sir you can imagine my surprise when I found John Smith the very man I had been looking for coming out of the post office. 5. Hill 270 the key of the whole enemy's position was carried by storm at four o'clock in the morning sir. 6. If you will stop your noise for just a minute I will tell you something my young man that may surprise you something that you don't yet know. 7. Look my dear cried Mrs. Lambert the letter is from Mrs. Esmond Warrington my old school-fellow. 8. Gumbo ask if Lightfoot my saddle-horse has been fed. 9. Yes I should sir and so would my daughter Mary. 10. Mr. Garrick the great actor was a little man but how grand he was as Macbeth Mr.

Warrington. 11. Nonsense Martin look children their Royal Highnesses have risen. 12. You are very kind Miss Theo but I am afraid the piece a poor one at best hardly deserves such praise. 13. They went to Vauxhall, Ranelagh, Marybone Gardens, the play, the Tower all of them places where honest amusement was to be had in those days. 14. Why do you take a handkerchief Flora you are not weeping a bit. 15. Lake Selden the largest body of water in the park is nearly a half a mile across. 16. The lake itself is much more beautiful than words can make it seem. 17. Peter the Hermit preached the First Crusade. 18. Savonarola a Florentine reformer is a good example of my assertion that extravagant reforms are short-lived. 19. I and my friend George are the only ones in the secret besides you. 20. The variations of temperature twenty degrees at the most between the dry and rainy seasons makes the climate excellent for people of frail physique.

*Exercise 72.*—Punctuation of parenthetical expressions (Appendix 10, rule 9). Punctuate: 1. Well why don't you write to him and find out. If however you don't know his address there is nothing to do but wait. 2. You quite surprise me I must confess by the story you have to tell. I am convinced however that there is truth at the bottom of it. 3. To show cowardice now would he thought disgrace the honor of his family. He was strongly tempted however to turn and run. 4. When she had successfully braved these dangers so the legend runs and had reached the castle in safety she was unable however to convince the king of the truth of what she had to tell. 5. He wandered through the woods I am told all the rest of that day and all the following night. In all that time however he had never been more than three or four miles from the camp. 6. The natives of this region it is said speak a different language in every valley. The scientist however is perfectly able to detect the traces of their common origin. 7. The reason I dare say is harder to find

than you suppose my dear. 8. Well then you must be in love. 9. I say do you know I don't think I should much like going to Virginia. 10. I have had my doubts all along I admit but I thought it kinder to conceal them. 11. Well if he is unhappy there is no reason why he should be lively and to be sure I see no harm in that. 12. The Senate-it is believed will defeat the measure. 13. It is believed the Senate will defeat the measure. 14. It is believed that the Senate will defeat the measure. 15. Oh indeed and I have the honor I suppose of speaking to General Lambert. 16. It was high time so his Lordship himself thought to call the proceedings to a halt. 17. He was not however prepared to demand he afterwards admitted to me an immediate adjournment. 18. The wisest course therefore seemed to be to move that the measure be laid as the saying goes on the table. 19. I am convinced also that he really lacked the necessary courage. 20. I am also convinced that he really lacked the necessary courage.

*Exercise 73.*—Punctuation of clauses within clauses (Appendix 10, rule 10). Punctuate: 1. I told him that such a letter as this if anybody but he had written it would have greatly offended me. 2. There is something in the story which when you think about it carefully makes you really wonder whether any man is totally bad. 3. If when you have thought it over you decide to buy the house you had better let me know at once for somebody else may get in ahead of you. 4. I have often tried to do it myself and always when I have tried it have failed miserably. 5. These charges since you force me to refer to them are I tell you a slander on a good man's character. 6. What would be your surprise gentle reader if when I described this place I actually mentioned everything that was there. 7. Since however these charges are all false and though they may not appear so the invention of a disordered mind I ask you in the name of justice gentlemen of the jury to acquit the prisoner. 8. What my friends are we to think

of a man who because he has been discharged for sheer laziness thinks he is entitled to wreak his revenge when and where he pleases. 9. Is there anybody here in this audience I ask you so foolish as to believe that he can if he wishes change over night a tradition which has been hallowed by a century of observance. 10. I have told you enough I think sir to make you understand why when that subject is referred to more harm is done than good. 11. The very next morning when I called at his office I found he had changed his mind. 12. One night while I was getting into bed I thought I heard footsteps downstairs. 13. Meanwhile if you really mean to work you can begin at once. 14. Any day if you happen to call on me I shall be glad to see you. 15. Thus since we cannot go the only sensible course is to stay behind and make the best of it. 16. All day while I was working at my business I was also worrying over the question. 17. The next minute as I pulled at the reins they broke and I tumbled over backwards. 18. The very minute that I pulled at the reins they broke and I tumbled over backwards. 19. At the very instant when I pulled at the reins they broke and I tumbled over backwards. 20. Undoubtedly if you offer your services he will be glad to accept them.

*Exercise 74.*—Punctuation of a series (Appendix 10, rule 11). Punctuate: 1. He is honest and straightforward but he is neither quick experienced nor inclined to learn. 2. Though he is a pleasant and instructive talker his conversation is I find rather dull tedious and heavy. 3. A yellow dusty winding road crawled in and out of the hills. 4. How weary flat stale and unprofitable are all the uses of this world observes one of Shakespeare's characters. 5. The combined weight of his pack his gun his bayonet and his ammunition makes a good deal it seems to me for a soldier to carry. 6. For the sake of pity for the sake of common honesty for the sake of justice itself it is your duty to let the prisoner go.

7. They visited the parks the museums the art galleries the theaters the movies the water front all the places where honest amusement was obtainable. 8. The proposed establishment is unnecessary unjust and costly. 9. A big black cat ran across the road. 10. A savage hungry cat should not be teased. 11. I own a fat old black cat. 12. I own a big savage tailless cat. 13. His frisky spirited impatient horse was almost uncontrollable. 14. Our ink is blue-black when wet dead-black when dry and without sediment. 15. Coat vest and trousers were rusty shiny and greasy. 16. The three parties are called the Left the Center and the Right. 17. Of these the Left is the most radical the Center the most ready to compromise the Right the most conservative. 18. It is I think safe to suppose that the manufacturer the middleman and the retailer will all be equally unwilling to relinquish their several profits. 19. The three parties concerned in every dispute are the employers the employees and the general public. 20. It is unfair unreasonable and yet only too usual for either the employers the employees or both to forget the interest of the general public.

*Exercise 75.*—Use of the colon (Appendix 10, rule 12). Punctuate: 1. I have three objections to the proposed law it is unjust it will be expensive and it cannot be enforced. 2. Along the base of the monument runs this simple inscription they were willing to die that freedom might live. 3. His orders were brief and thrilling hold the enemy at any cost the whole country will watch your bravery. 4. The following companies will defend the bridge A C D G and H. 5. Nelson's famous signal at the battle of Trafalgar has become the watchword of the British Navy England expects every man to do his duty. 6. We hold these truths to be self-evident that all men are created equal that they are endowed by their creator with certain unalienable rights and that among these

are life liberty and the pursuit of happiness. 7. I raise three objections to the measure its uncertain wording its dangerous provisions its obvious unpopularity among the farmers. 8. We now come to the most important point under our consideration how shall the necessary expenses be provided for. 9. Washington and Lincoln were alike in one particular they both loved their country more than self. 10. I can think of only three possible courses of action for our nation to adopt in the present crisis either to go ahead or to go back or to stand still. 11. It is often forgotten that in every labor dispute there are three parties concerned not merely two the employers the employees and the general public. 12. My opponents have in reality raised only one objection to the proposed law that it should be more clearly worded. 13. The message which Cæsar despatched to the senate at this conclusion of this campaign has become famous for its arrogance and brevity I came I saw I conquered. 14. I take my stand on two arguments the people want it and the people deserve it. 15. There is one subject that changes daily that interests everybody that introduces strangers that covers up social blunders that is always in the newspapers the weather. 16. Let me ask you one question first do you know how much it will cost. 17. He held up his hand for silence and made this answer if this be treason make the most of it. 18. Your committee respectfully submits the following proposals first that an offer of not more than ten thousand dollars be made for the adjoining property second that the required sum be raised by issuing bonds to be taken up by the members third that a vote be taken by the whole society on what the interest on these bonds shall be. 19. You have made many able arguments in favor of Bohemia but with all your ability you have forgotten one thing you are a Bohemian yourself. 20. The debate has practically boiled down to this have we or have we not a legal right to do as proposed.

*Exercise 76.*—Capitalization of titles (Appendix 10, rule 13). Capitalize correctly: 1. Every man in his humor. 2. What will he do with it. 3. As you like it. 4. Hamlet prince of Denmark. 5. The last days of Pompeii. 6. Simon the jester. 7. An ode on the death of the Duke of Wellington. 8. Henry fourth part II. 9. Two years before the mast. 10. When knighthood was in flower. 11. A man without a country. 12. A short account of the causes and events of the French Revolution. 13. Wild animals I have known. 14. It's never too late to mend. 15. It never can happen again. 16. Why I am going to be a lawyer. 17. How to earn money during the summer vacation. 18. The importance of being earnest. 19. A first impression of Tennyson's poetry. 20. Begging for charity. 21. What will he do with it? 22. An ode on the intimations of immortality from early childhood. 23. Proceedings of the society for psychical research for the year 1910. 24. On first looking into Chapman's Homer. 25. Under the spreading chestnut tree.

*Exercise 77.*—Capitalization of proper nouns and proper adjectives (Appendix 10, rule 14). Capitalize and punctuate: 1. During the indian mutiny the english almost lost their hold on india. 2. But there is a bull-dog tenacity in the english character which enabled them to conquer the hindoos at last. 3. In the same way they conquered the boers in south africa. 4. The study of latin helps the study of french for many of the words used by the romans were carried by them into gaul or ancient france. 5. Other languages also contributed to the making of english, such as german spanish greek and italian. 6. It is only in modern times that the jews have been treated humanely by other nations. 7. In former days if we except the moors in spain all nations abhorred everything jewish in spite of the christian forbearance taught in the bible. 8. It is unchristian to think of the jews mohammedans or buddhists as deliberately in the wrong. 9. The american



continent contains twenty-one republics and a few foreign dependencies, such as jamaica canada the bermudas and dutch french and british guiana. 10. The study of latin is less interesting than that of greek though easier. 11. He drew up his outline with roman numerals capital letters arabic numerals and small letters. 12. The orthodox jews are more devoted to the study of the bible—to that part of it which is the old testament—than you and I are. 13. It is idle to decide whether england or france had the most to do with winning the war. 14. We must remember that the austrian collapse was due principally to italy. 15. The end of turkish rule in europe is now in sight. 16. The first transatlantic flight was from newfoundland to lisbon in portugal by way of the azores. 17. The most important american export in colonial times was virginia tobacco. 18. The bible is a great work of literature as well as of morality and religion and not only in the original hebrew but also in the english translation. 19. The school at hampton virginia is for negroes and indians. 20. There are large english-speaking populations in great britain, canada and the united states south africa australia and new zealand.

*Exercise 78.*—Capitalization of common nouns in proper names (Appendix 10, rule 15). Capitalize and punctuate: 1. The largest river in the united states is the mississippi river. 2. The black horse tavern is an ancient inn. 3. Pike's peak is clearly visible from the porches of prospect house a fine new hotel recently opened to the public. 4. The allegheny mountains make west virginia a remote uncivilized region. 5. The british isles include ireland great britain (which consists of england scotland and wales) and numerous little islands such as anglesey the isle of wight in the british channel and the orkney islands at the north entrance of the north sea. 6. In those days the best hotel in chicago was the hotel great west-

ern. 7. It stood on lincoln street and some cross street the name of which I have forgotten. 8. Most labor unions are now federated in an organization known as the american federation of labor. 9. In my opinion colonel anderson is the most efficient colonel in my brigade. 10. The highest mountain peak in the white mountains is mount washington. 11. I took lunch at an attractive little inn. 12. Its name was the hollyhock inn. 13. Yorkshire is the largest shire in england. 14. The government of county cornwall in england differs slightly from the government of every other county. 15. Our city we call the city beautiful because of its beautiful parks. 16. Highland park is the largest of the city parks. 17. I have heard that ferry street got its name from the fact that in the old days there used to be a ferry across the river at the foot of the street. 18. Almost every village in the english countryside has its high street. 19. The hudson river is the largest river in new york state. 20. The boys of lakeside who are fond of canoeing are invited to join the lakeside canoe club, a club recently organized for boys between twelve and eighteen years of age.

*Exercise 79.—Italics (Appendix 10, rule 16). Italicize, capitalize, and punctuate correctly:* 1. Stevenson's treasure island ends by telling how Jim and his friends leave treasure island on board the hispaniola and reach england where Jim rejoins his mother and reopens the admiral benbow inn. 2. I have just read a chapter from modern painters which tells how Turner painted his famous picture the slave ship. 3. The Atlantic monthly curiously enough contains this month an article entitled an interview with Turner dealing with this same picture. 4. Awfully is a frequently misused adverb; its proper meaning is much the same as that of sublimely; it is improperly used in the sense of greatly extremely excessively and the like. 5. Whenever the star-spangled banner

is played or sung every loyal american should rise to his feet. 6. If you want a lesson in true patriotism read about the death of Philip Nolan on board the intrepid or some such man-of-war as told in Hale's a man without a country. 7. The book review in last sunday's times printed an article entitled the centenary of walt whitman, which gives some very interesting criticisms of that author's leaves of grass. 8. Poe's the fall of the house of usher is given entire in Brown's a study of the short story. 9. In the sentence, "The book only cost a dollar," the word only is a misplaced modifier and should stand immediately before a; only should always stand immediately before the expression whose meaning it restricts. 10. House is the direct object of the verb bought, and is modified by the article a and the adjective new. 11. A type of sentence much overused even by writers well skilled in other respects is the compound sentence of two main clauses joined by and or but. 12. To easily accomplish is an example of a split infinitive because the adverb easily comes between the to and the rest of the infinitive. 13. Some grammarians hold that none though strictly speaking singular may be properly treated as plural so that the expression none are is correct. 14. I think that the original of washington crossing the delaware is in the rotunda of the capitol at washington. 15. Milton's paradise lost contains many echoes of virgil's aeneid. 16. In the sentence, "Our ink is blue wet black dry and without sediment," the meaning is hopelessly confused; to correct it, insert a when after blue and black and a comma after wet and dry. 17. While turning the corner is an elliptical clause because the subject we and the verb-auxiliary were are both missing. 18. That that precedes is is a relative pronoun. 19. Some people pronounce wash as though it were warsh, and some as though it were wahsh. 20. I was reading in the saturday evening post the other day how handel came to compose his messiah.

*Exercise 80*—Punctuation: general review of Appendix 10. Punctuate the following sentences correctly: 1. Tuesday Sept. 8 this was my first days duty on board the ship and though a sailors life is a sailors life wherever it may be yet I found everything very different here from the customs of the brig Pilgrim. 2. After all hands were called at daybreak the head-pump was then rigged and the decks washed down by the second and third mates the chief mate walking the quarter-deck and keeping a general supervision but not deigning to touch a bucket or a brush. 3. There were five boats belonging to the ship launch pinnace jolly-boat larboard-quarter-boat and gig each of which had a coxswain who had charge of it and was answerable for the order and cleanness of it. 4. The rest of the cleaning and there was plenty of it I can tell you was divided among the crew. 5. When the decks were dry the lord paramount made his appearance on the quarter-deck and took a few turns when eight bells were struck and all hands went to breakfast. 6. Half an hour was allowed for breakfast after which all hands were called again the pots bread-bags etc. were stowed away and on this particular morning preparations were made for getting under way. 7. We paid out the anchor-chain by which we swung hove in on the other catted the anchor and hove short on the first. 8. This was done in shorter time than was usual on board the brig for though everything was more than twice as large and heavy yet there was plenty of room to move about in more discipline and system more men and more goodwill. 9. Every one seemed ambitious to do his best officers and men knew their duty and all went well. 10. As soon as she was hove short the mate on the forecastle gave the order to loose the sails and in an instant every one sprang into the rigging up the shrouds and out on the yards scrambling by one another and cast off the yard-arm gaskets and bunt gaskets. 11. One man remained on each yard holding the bunt jigger with a turn round the tye all ready to let go while the rest

manned the sheets and halyards. 12. The mate then hailed the men on the yards with the words all ready forward? and all ready the cross-jack yards? etc. etc. and aye aye sir being returned from each the word was given to let go. 13. In the twinkling of an eye the ship which had shown nothing but her bare yards was covered with her loose canvas from the royal-mastheads to the decks. 14. Every one except a single man in each top made ready to overhaul and the topsails were hoisted and sheeted home all three yards going to the masthead at once the larboard watch hoisting the fore the starboard watch the main and the five light hands of whom I was one picked from the two watches the mizzen. 15. The yards were then trimmed the anchor weighed the cat-block hooked on and the fall stretched out manned by all hands and the cook then the anchor was brought to the head with cheerily men in full chorus. 16. The ship being now under way the light sails were set one after another and she was under full sail before she had passed the sandy point. 17. The fore royal which fell to my lot I being in the mate's watch was more than twice as large as that of the brig Pilgrim and though I could handle the Pilgrim's fore royal easily I found my hands full with this. 18. As soon as we were beyond the point and all sail out the order was given go below the watch in fact the crew said that though strict discipline was kept and the utmost required of every man in the way of his duty yet on the whole there was very good usage on board. 19. The head man of the watch to which I belonged was the sailmaker a thorough-bred old man-of-war's-man he had been to sea twenty-two years in all kinds of vessels men-of-war privateers slavers and merchantmen everything except whalers which a thorough sailor despises and will always steer clear of if he can. 20. He had been of course in all parts of the world and was remarkable for what the old saying calls drawing a long bow in other words he was a great spinner of yarns. 21. His yarns were always

amusing from their improbability he never indeed expected to be believed but spun them merely for amusement and as he had some humor and a good supply of man-of-war's slang and sailor's salt phrases he always made us fun. 22. Next to him in age and experience and of course therefore in standing in the watch was Harris an Englishman then came two or three Americans who had been the common run of European and south American voyages and one who had been in a whaler which in sailor's slang goes by the contemptuous name spouter. 23. Last of all was a broad-backed thick-headed boy from cape Cod who had been in mackerel schooners and was making at the time of which I now speak his first voyage in a square-rigged vessel. 24. The other watch was composed of about the same number John a tall fine-looking frenchman with coal-black whiskers and curly hair who was the head man two americans a german an englishman named Ben and two Boston boys just from the public schools. 25. The carpenter was sometimes mustered in the starboard watch an old sea-dog a swede by birth who was accounted the best helmsman in the ship this was our ship's company beside cook and steward who were blacks three mates and the captain. 26. As soon as all hands are at their stations the captain who stands on the weather side of the quarter-deck makes a sign to the man at the wheel to put it down and calls out helm's a lee. 27. Helm's a lee answers the mate on the forecastle and the head sheets are let go. 28. Raise tacks and sheets says the captain and when the order tacks and sheets is passed forward the fore and tack and main sheets are let go. 29. Then when all is hauled taut and the braces belayed the captain shouts main topsail haul! the braces are let go and if he has chosen his time well the yards swing round like a top otherwise it is as hard as pulling teeth. 30. Everything being now trimmed and in order each man coils up the rigging at his own station and the command is given go below the watch.

## APPENDIX 13

### SUGGESTED LESSON ASSIGNMENTS

#### DIRECTIONS TO THE STUDENT

1. Be able to explain the connection of each lesson with the whole course; the whole course is outlined in the table of contents.

2. Study the assigned sections with great care; every word in them counts. Pay close attention to the examples. Above all, be sure you really master the principles; no mere memory-work will enable you to solve in class the problems which your teacher will invent to test you.

3. Study the sections before you study the exercise that relates to them. In studying an exercise, do not try to cover it all; test yourself on it, here and there, throughout; the latter part is often harder than the beginning.

4. Do not mark an exercise in any way that will help you to recite.

5. The whole purpose of the course is to help you acquire the ability to write effective, respectable English. Your themes are the real and final test of this ability. Try to put into immediate use in your themes the principles you study; otherwise they are wasted. Do not be discouraged, if (as in the case of most students) your writing ability develops slowly; patient effort is bound at last to produce results.

#### AUTUMN TERM.

1. Organizing an expository theme. Study secs. 1-32, 214-223, omitting secs. 8, 9, 14, 15. Hand in ex. 4. The weekly

themes for this term will be expository (see Appendix 16, parts V-X).

2. Topic sentences and transition. Study secs. 33-55, with special reference to exposition (secs. 41-42, 47-49). Hand in ex. 6: 21-25.

3. Position of modifiers. Study secs. 59-66, and ex. 9-11. The whole course in rhetoric absolutely requires a working knowledge of grammar—the parts of speech and their common uses, the distinction between main and subordinate clauses, the common uses of phrases and subordinate clauses, etc.—in general a working knowledge of such terms and principles as are set forth for convenience of review in Appendix 8. This knowledge is especially necessary for the proper mastery of assignments 3-14. In preparing these assignments, consult Appendix 8 whenever you are in the slightest doubt on a matter of grammar. After assignment 9, and again after assignment 14, your teacher will be in a position to say whether you understand enough grammar to continue the study of rhetoric with any profit, or had better drop the rhetoric altogether for another year. This is a challenge to you to refresh your memory of the elements of grammar.

4. Reference of pronouns. Study secs. 67-76, and ex. 12-13.

5. Repeated prepositions and dangling expressions. Study secs. 77-82, and ex. 14-15. Review secs. 59-66.

6. Punctuation. Study rules 1-2 in Appendix 10, and ex. 63-64. Until further notice the punctuation rules are not to be learned by heart, but you must be able to reproduce their contents with complete accuracy, and you must know them by number.

7. Punctuation. Study rules 3-4 in Appendix 10, and ex. 65-66.

8. Punctuation. Study rules 5-10 in Appendix 10, and ex. 67-73, omitting 69.

9. Punctuation. Study rules 11-18 in Appendix 10, and ex. 74-79.



10. Incomplete sentences and number. Study secs. 83-95, and ex. 16-17.

11. Case. Study secs. 96-105, and ex. 18-19.

12. Correlatives and principal parts. Study secs. 106-112, and ex. 20-22; review secs. 96-105.

13. *Shall* and *will*. Study secs. 113-117, and ex. 23.

14. Other matters of grammatical correctness. Study secs. 118-129, and ex. 24-26.

15. Sentence unity and sentence transition. Study secs. 5-10, 50-55, and ex. 1, 8.

16. Review secs. 59-66, and ex. 9-11.

17. Review secs. 67-82, and ex. 12-15.

18. Review secs. 83-108, and ex. 16-20.

19. Review secs. 109-129, and ex. 27.

20. Review rules 1-18 in Appendix 10, and ex. 80.

#### WINTER TERM.

21. Organizing a narrative theme. Study secs. 1-55, 194-207, omitting secs. 5-10, 15, 16, 39-42, 47-49. Hand in ex. 2. The weekly themes for this term will be narratives (see Appendix 16, parts I-III).

22. Punctuation. Learn rules 1-2 in Appendix 10; study ex. 63-64. Beginning with this assignment, all the punctuation rules and examples are to be learned by heart word for word, except that the notes and the examples to the notes may be reproduced in your own words; you must know the rules by number.

23. Punctuation. Learn rules 3-4 in Appendix 10; study ex. 65-66.

24. Punctuation. Learn rules 5-8 in Appendix 10; study ex. 67-71.

25. Punctuation. Learn rules 9-12 in Appendix 10; study ex. 72-75.

26. Punctuation. Learn rules 13-15 in Appendix 10; study ex. 76-78.

27. Punctuation. Learn rules 16-18 in Appendix 10; study ex. 79-80.

28. Subordination in the sentence. Study secs. 130-132, and ex. 28-29.

29. Subordination in the passage. Study secs. 133-136, and ex. 30.

30. Balance. Study secs. 137-139, and ex. 31-33.

31. End of the sentence. Study secs. 140-142, and ex. 34-35.

32. End of the periodic sentence. Study secs. 143-149, and ex. 36.

33. Appropriateness of wording. Study secs. 150-163, and *able* through *crook* in the glossary (sec. 164), and ex. 37.

34. Appropriateness of wording. Study secs. 150-163, and *crowd* through *frightful* in the glossary (sec. 164), and ex. 38.

35. Appropriateness of wording. Study the glossary (sec. 164), *funny* through *in condition*, and ex. 39.

36. Appropriateness of wording. Study the glossary (sec. 164), *individual* through *out*, and ex. 40.

37. Appropriateness of wording. Study the glossary (sec. 164), *outside* through *scared of*, and ex. 41.

38. Appropriateness of wording. Study the glossary, sec. 164), *show* through *wonderful*, and ex. 42.

39. Review the glossary (sec. 164), entire; study ex. 43.

40. Review secs. 130-149, and ex. 28-36.

SPRING TERM.

41. Organizing a descriptive theme. Study secs. 1-55, 208-213, omitting 5-10, 14, 16, 36-38, 41-42, 45-46. Hand in ex. 3. The weekly themes for the first part of this term will be descriptive (see Appendix 16, part IV).

42. Punctuation. Review assignment 22.

43. Punctuation. Review assignment 23.

44. Punctuation. Review assignment 24.

45. Punctuation. Review assignment 25.

46. Punctuation. Review assignments 26 and 27.

47. Variety. Study secs. 165-181, and ex. 45-48.

48. Smoothness and conciseness. Study secs. 182-193, and ex. 49-50.

49. Letters. Study secs. 238-246. Hand in ex. 55, any two letters; write in ink, and use paper, unruled, cut to letter size. Hereafter, the weekly theme work will be letter-writing (see ex. 55-58).

50. Review secs. 59-66, and ex. 9-11.

51. Review secs. 67-82, and ex. 12-15.

52. Review secs. 83-105, and ex. 16-19.

53. Review secs. 96-117, and ex. 18-23.

54. Review secs. 113-129, and ex. 23-27.

55. Review secs. 130-139, and ex. 28-33.

56. Review secs. 137-149, and ex. 31-36.

57. Review secs. 150-163, and *able* through *in condition* in the glossary (sec. 164), and ex. 37-39.

58. Review secs. 150-163, and *individual* through *wonderful* in the glossary (sec. 164), and ex. 40-42.

59. Review the glossary (sec. 164), entire, and ex. 43.

60. Review secs. 165-193, and ex. 45-50.

## APPENDIX 14

### SUGGESTED FORMS OF EXAMINATION

(BASED ON THE LESSON ASSIGNMENTS IN APPENDIX 13)

#### AUTUMN TERM EXAMINATION

Time allowed two hours. Marked deficiency in spelling throughout the paper will procure a failure.

1. Your skill in the use of transitional topic-sentences and sentence transition, in the theme called for in question 2, will count 10 per cent.

2. (This question counts 50 per cent.; allow about an hour for it, including time for careful revision.) Write an outline, and a carefully paragraphed expository theme of about four hundred words, on any one of the following topics (marked deficiency in spelling, punctuation, paragraphing, or grammar will procure a failure on the examination): objections to the League of Nations; our next president; the high cost of living; a manufacturing process; advantages of my favorite sport; what in my opinion constitutes a good novel; the uses of the gasoline motor; how to spend a rainy day.

3. (15 per cent.; about 20 minutes.) Rewrite the following sentences, correcting any violations of clearness in the position of modifiers, in the reference of pronouns, in the use of prepositions, or in the use of dangling expressions. Point out each error, and name its kind, but without any further explanations. If any sentences are correct as they stand, say so, and do not rewrite them. (a) All the soldiers in the attacking force knew they only had one chance out of a thousand in their secret hearts. (b) Looking backward over my

past life, I can now see that I ought to have immediately grasped the opportunity. (c) The commanding officer of each unit will see to it that the attack is made with complete absence of all noise and scouting parties in front. (d) Passengers are requested to inform the elevator-man what floor they wish to stop at to insure not going past it when they first enter the elevator.

4. (15 per cent.; about 20 minutes.) Rewrite the following sentences, correcting any violations of grammatical correctness. Point out each error, and name its kind, but without any further explanations, except that in matters of case the grammatical use (or syntax) of the pronoun must be stated, and in matters of *shall* and *will* the correct meaning (expectation; or wish, willingness, or determination) must be stated. If any sentences are correct as they stand, say so, and do not rewrite them. (a) I knew I would have to work like I never had before, if I was to finish in time. (b) He did so good in his last piece of construction-work that everybody is sure to send their business to him. (c) Let them who wield the scepter wear the crown. (d) A careless workman not only leaves his sharp edged tools laying around, but he also quits work the moment the whistle blows.

5. (5 per cent.; about five minutes.) In which of the following sentences are commas required by punctuation rule 4? Do not copy the sentences. (a) There now occurred an event which was destined to alter my whole subsequent life. (b) The event to which I refer was the receipt of a legacy from an unknown relative. (c) It was an event which occurs oftener in novels than in real life. (d) This event which took place in my nineteenth year almost ruined my education. (e) No other event which ever happened in my life so completely bewildered and unsettled me.

6. (5 per cent.; about 5 minutes.) Copy and punctuate the following sentence, writing above every comma, semicolon, and colon the number of the punctuation rule that applies:

Smiling at him I replied that my uncle the governor of the state would get me out of this predicament therefore I had nothing to worry about.

Spend the remaining time (about 10 minutes) in revising your whole paper, especially in again carefully revising your theme.

#### WINTER TERM EXAMINATION

Time allowed, two hours. Marked deficiency in spelling throughout the paper will procure a failure.

1. Your skill in the use of forceful sentence structure and avoidance of colloquialisms and slang, in the theme called for in question 2, will count 10 per cent.

2. (This question counts 50 per cent.; allow about an hour for it, including time for careful revision.) Write an outline, and a carefully paragraphed narrative theme of about four hundred words, on any one of the following topics (marked deficiency in spelling, punctuation, paragraphing, or grammar will procure a failure on the examination): my first trout; hazing too far; a race with death; lost in the woods; a face at the window; giving a party; amateur detectives; an interesting incident from a book.

3. (15 per cent.; about 20 minutes.) Rewrite the following sentences, improving them for forcefulness. In each case state what principles you applied. (a) I now come to the turning-point in his career, his acceptance of a pension from the government; it is a point which I approach with reluctance, and I record the circumstances regretfully, but I am compelled by the facts. (b) English literary history affords perhaps no more singular contrast between friends or contemporaries than that between Samuel Johnson and Goldsmith; the former could converse with vigor and brilliance; Oliver Goldsmith wrote charmingly; Johnson wrote with stiffness and affectation; Goldsmith's conversation was halting and unconvincing.

4. (15 per cent.; about 20 minutes.) Explain and illustrate the best usage in connection with each of the following expressions: (a) *liable*; (b) *demand*; (c) *funny*; (d) *mighty*; (e) *say*.

5. (5 per cent.; about 3 minutes.) Quote, with the examples, punctuation rule 9.

6. (5 per cent.; about 7 minutes.) Copy the following passage of dialogue, punctuating it correctly: I was determined to make her see her error so I broached the subject at once—what did you do it for I asked—he offered me some candy replied Betty—he is a young scamp said I—what is a scamp she asked sweetly that wasn't what he called himself—now look here Betty I exclaimed don't try to dodge the subject answer my question.

Spend the remaining time (about 10 minutes) in revising your whole paper, especially in again carefully revising your theme.

#### SPRING TERM EXAMINATION

Time allowed, two hours. Marked deficiency in spelling throughout the paper will procure a failure.

1. Your skill in the forcefulness and variety of your sentence structure and in the avoidance of colloquialisms and slang, in the letter and theme called for in question 2, will count 10 per cent.

2. (This question counts 50 per cent.; allow about an hour for it, including time for careful revision.) Marked deficiency in spelling, punctuation, paragraphing, or grammar will procure a failure on the examination. (a) Write a business letter, as secretary of your class, asking for prices and samples of embossed stationery; write an addressed envelope for your letter; allow about 15 minutes for this. (b) Write an outline, and a carefully paragraphed descriptive theme of about two hundred words on any one of the following topics (allow about 45 minutes for this): the ex-

amination room; a tramp; a cool spot; a sunset; a storm; a boy's room; awake at night; a busy street; a foreign city. (Part *a* counts 20 per cent.; part *b*, 30 per cent.)

3. (30 per cent.; about 40 minutes.) Point out, in the following passage, any violations of the qualities of good English. Specify the kind of each error. Indicate briefly the proper mode of correction in each instance; but do not rewrite the passage. While at Newstead Abbey, riding and rambling about the nearby country was my biggest pleasure. I thought I would like to try and find some of the remains that were left of Sherwood Forest; so I set about my explorations. This woods once covered an awfully wide area, and the relics which they claim are connected with Robin Hood's adventures are scattered very wide, which gave me lots to do. Meeting Colonel Hawley, a gentleman who has long resided in this neighborhood, in the early part of the summer, it was my good fortune to benefit by his guidance through the many forest trails that wind about the forest for the balance of the season.

4. (5 per cent.; about 3 minutes.) Quote, with the examples, punctuation rule 16.

5. (5 per cent.; about 7 minutes.) Copy the following passage, punctuating it correctly: The fight between the kearsarge and the alabama is at least in one respect unique or almost unique in naval annals it took place just outside the harbor of cherbourg france and was witnessed by thousands of frenchmen who assembled on the cliffs to see it for there had been ample warning of the impending conflict the alabama was sunk and thus ended the career of the most famous ship of the southern confederacy unless we except the merri-mac.

Spend the remaining time (about 10 minutes) in revising your whole paper, especially in again carefully revising your theme.



## APPENDIX 15

### SUGGESTED METHOD OF GRADING AND CORRECTING THE THEME

#### I

##### A METHOD OF GRADING IN PERCENTAGE

**Exemptions.** No deductions will be made for: i, violation of rules and principles not yet studied; ii, misspelling of foreign words or words newly added to the writer's vocabulary; iii, repetitions, in the same theme, of the same misspelling or of any other error in the same wording. Marginal symbols indicating these errors will be enclosed in circles.

**Class A errors:** i, flagrant violation of theme-unity or paragraph-unity (see sections 2-4); ii, failure to paragraph in accordance with outline (see section 18); iii, incomplete sentence (see sections 84-86); iv, flagrantly "choppy" style (see section 135); v, comma-sentence (see Appendix 10, rule 1, note b); vi, a flagrantly large number of misspellings. 30 will be deducted for one error of any of the foregoing kinds; 10 for each additional error. Marginal symbols indicating these errors will be underscored twice.

**Class B errors:** i, omission of topic-sentence (sections 35-49); ii, wrong case (sections 96-105); iii, confusion of *lie* with *lay*, or of *like* with *as* or *as if* (sections 109-112, 121); iv, violations of the punctuation rules, not including the notes (Appendix 10); v, misspelling of the verbal or plural ending *-ies*, or of possessive endings (Appendix 11, lessons 1, 4-6); vi, failure to drop silent *e* before *-ing* (Appendix 11, lesson 9); vii,

violation of the rule for doubling before *-ed* and *-ing* (Appendix 11, lessons 12-13) ; viii, violation of the "Celia" rule for *ei* and *ie* (Appendix 11, lesson 16) ; ix, misspelling of *business*, *immediately*, *laid*, *led*, *necessary*, *off*, *principle* (rule, law, uprightness), *principal* (all other meanings), *separate*, *too*, *together*, *until* ; x, violation of the principle of rhetoric or spelling most recently studied. For each error of the foregoing kinds 5 will be deducted. Marginal symbols indicating these errors will be underscored once.

Class C errors: All other errors. For each error, 2 will be deducted. Marginal symbols indicating these errors will not be underscored.

The deductions for the three classes of errors are for a theme of about 400 words. Deductions for Class B and C errors will be doubled for a theme of about 200 words; halved for a theme of about 800 words. The deductions for Class A errors will remain unchanged.

The sum of the deductions, subtracted from 100, will give the grade of the theme. This grade may, however, be raised by a bonus, or further lowered by a penalty.

A bonus (never amounting to more than half the distance to 100) will be awarded for marked effort (as in a careful investigation or consideration of the subject of the theme, clear arrangement or wording, mastery of habitual errors), or for marked literary ability (as in interest, novelty, originality, notable clearness in a difficult subject, excellence of word-choice or sentence-style).

A penalty (never amounting to more than half the distance to 0) will be exacted for failure to make sense, flagrant laziness of thought, or neglect of special instructions.

Extra credit in some form will be awarded the theme which the class votes the best, and the theme which in the teacher's opinion contains the best single sentence.

## II

## METHOD OF CORRECTION BY THE STUDENT

1. Write the theme in pencil and correct it in ink.
2. Make each correction solely and exactly on the principle indicated by the marginal symbol.
3. If the correction of an error involves only a slight change, cancel with a single, straight, horizontal line, and write the correction above.
4. If the correction involves changing the order of words, cancel the words to be shifted, and insert them with a caret (^) where they belong.
5. If the correction involves rewriting a whole sentence or more, cancel, and add the corrected sentence at the end of the theme or on an extra sheet.
6. Do not erase an error; do not obliterate it. The whole purpose of this method of correction is to enable the teacher to see at a glance what your error was and what your correction is, in order that the two may be compared.
7. Be careful not to make a new error when correcting an old one.
8. Correct the outline as well as the theme.
9. Your work of correction will receive a grade, which will be calculated by deducting from 100 a penalty of 30 for each error improperly corrected, except that the grade will not go below 0.
10. You will not be held responsible for an error you do not know how to correct, if you have faithfully looked up the references given after the symbol in Appendix 17 and have been unable to secure the proper help.

## APPENDIX 16

### THEME SUBJECTS

The following theme subjects are merely suggestions. Change them to suit your personal taste or experience. For example, the subject *Locked out* might suggest a theme entitled *Locked in*.

The subjects are merely subjects, not titles. Choose a title that is definite and that will stimulate the reader's interest. For example, the vague general subject *Nails* might be converted into the definite title *The Manufacture of Wire Nails*; or the subject *A Haunted House* might be converted into the more interesting title *It Was Not a Dream*.

The title of a story should not give away the climax. For example, the title *Only a White Cat* might spoil the climax of a story; a better title might be *The Graveyard Ghost*.

In the narrative and descriptive subjects, draw upon either your actual experiences or your imagination, or build imaginary details on a foundation of experience.

#### I

#### NARRATION

#### (CLIMAX AND SUSPENSE)

The following subjects call for a definite climax and a prolonged suspense beforehand. Try to choose a climax that will surprise the reader; hold him in suspense as long as you can. (See sections 194-207, especially 201.) 1. The telephone operator's heroism. 2. A race against time. 3. In the path of the flood. 4. Get the doctor! 5. Winning the Victoria Cross. 6. A counterfeit hero. 7. An open switch. 8. A

post office thief. 9. Walking in his sleep. 10. A journey with a madman. 11. Returned from the dead. 12. Second sight. 13. A presentiment. 14. A thumb print. 15. Pardoned at the gallows. 16. A deathbed confession. 17. When the chauffeur fell dead at the steering wheel. 18. The pot of gold. 19. A deserted city. 20. Getting rid of a bore. 21. A soldier's story. 22. Prisoner of war. 23. Escape from the dungeon. 24. A spy. 25. The heroism of a boy scout. 26. A greased-pig race. 27. The legend of the old house. 28. The mummy that came alive. 29. The animated portrait. 30. The magic mirror. 31. The secret staircase. 32. Buried alive. 33. Murder will out. 34. Recollections of a previous existence. 35. A little rebel. 36. A mock trial. 37. Chased by wolves. 38. A sea-serpent. 39. The cloak of invisibility. 40. The ventriloquist's joke. 41. Almost a tragedy. 42. A sham fight. 43. Hazing too far. 44. April fool. 45. A Hallowe'en prank. 46. A true ghost story. 47. My first fight. 48. Buying a hat. 49. Caught in the act. 50. Almost lynched. 51. A lost opportunity. 52. On an iceberg. 53. Fire at sea. 54. Burning of an excursion steamer. 55. Chased by pirates. 56. A battle. 57. A siege. 58. A hold-up. 59. A face at the window. 60. A step on the stair. 61. Lost in a swamp. 62. Among the cannibals. 63. Captured by the Indians. 64. A wager. 65. Learning to skate. 66. How I tried to show off. 67. A forest fire. 68. A prize drill. 69. A dangerous climb. 70. Across a crevasse. 71. Lost on a glacier. 72. Snow-bound. 73. Lost in a snow storm. 74. Through a sand storm. 75. In the fog. 76. A contested claim. 77. A strike riot. 78. The sheep-killer. 79. Cattle-thieves. 80. Mrs. ———'s social ambition. 81. Bringing up Father. 82. A mad dog. 83. How I lost my belief in Santa Claus. 84. A dog fight. 85. My little brother's boat ride. 86. A misunderstanding with a friend. 87. In a deserted house. 88. Drowning. 89. Rescue of the engineer. 90. An exciting inning in a baseball game. 91.

An exciting quarter in a football game. 92. Two strikes and three balls. 93. When James forgot his speech. 94. A fight with bumblebees. 95. A wildcat. 96. Attacked by a snake. 97. A deed of heroism from the newspapers. 98. My first trout. 99. An air trip. 100. A false alarm. 101. A true fish story. 102. A brave fireman. 103. An upset. 104. My first adventure. 105. Wrecked. 106. Marooned. 107. A burglary. 108. Sixty miles an hour. 109. At the dentist's. 110. Undergoing a serious surgical operation. 111. My first public speech. 112. How my little joke succeeded. 113. A brave policeman. 114. A runaway. 115. A collision. 116. Locked out. 117. Won by a point. 118. All is fair in love and war. 119. Pride goeth before a fall. 120. A dog's devotion. 121. A lost telegram. 122. The trap. 123. A battle in the clouds. 124. The assassination of Lincoln. 125. Playing detective. 126. A dream. 127. The calf and the city cousin. 128. Too curious. 129. Mistaken identity. 130. A golf tournament. 131. Discharging the cook. 132. Arrested by mistake. 133. Buried treasure. 134. Skating on thin ice. 135. A race. 136. A story told by an umbrella. 137. On secret service. 138. Missing the train. 139. A duel. 140. The death of Alexander Hamilton. 141. A duel in the animal world. 142. Shooting the rapids. 143. A stampede of cattle. 144. A prairie fire. 145. Through an earthquake. 146. Through a tornado. 147. Presence of mind. 148. I go exploring. 149. Nearly on the rocks. 150. Meeting a bear. 151. The angry conductor. 152. A glimpse of the President. 153. My first experiment in the kitchen. 154. The delayed letter.

## II

## NARRATION

## (CLIMAX WITHOUT SUSPENSE)

The following subjects call for some definite point or climax at the end; but are not well adapted for the creation of sus-

pense. If, however, a way of holding the reader in suspense occurs to you, use it; your story will be all the better for it.

1. An ascent of Pike's Peak.
2. Caught in a shower.
3. When the street lamps went out.
4. A night ride.
5. A spoiled holiday.
6. A disastrous practical joke.
7. The horse that balked.
8. Choir practice last Sunday.
9. My first attempt at gardening.
10. An undeserved punishment.
11. The last time I lost my temper.
12. The explosion of our gasoline tank.
13. My first donkey ride.
14. Lost, strayed, or stolen.
15. My last dollar.
16. When I was late.
17. A railway wreck.
18. What "Central" sees of the world.
19. An act of courtesy.
20. On a street car.
21. Behind the scenes with a magician.
22. My experience in canvassing.
23. My first chemical experiment.
24. Launching the battleship.

### III

#### NARRATION

#### (NO CLIMAX OR SUSPENSE)

The following subjects do not call for a definite climax or for suspense. They will depend, for their interest, on your skill in introducing unusual picturesque details, or in introducing bits of vivid description, or in making the persons of the story reveal their character by the way they act or speak. Avoid a mere cataloguing of things seen or places stopped at.

1. A trip with the football team.
2. A canoe trip.
3. A trip to the city.
4. A day in the field.
5. A shopping trip.
6. A week-end.
7. A walking trip.
8. A picnic.
9. A trip in a balloon.
10. A night in a sleeping car.
11. A rabbit hunt.
12. Life of the mosquito.
13. Life of the house fly.
14. Life of the spider.
15. A ride in an engine.
16. How I earned my first money.
17. Sitting for a picture.
18. Story told by a counterfeit dime.
19. The first day in a strange school.
20. Trials of a freshman.
- 21.

The diary of a dog. 22. An Indian legend. 23. If I had Aladdin's lamp. 24. A clambake. 25. A barbecue. 26. A water carnival. 27. A country auction. 28. A lively class-meeting. 29. The faculty plays baseball. 30. A day on the river. 31. My first party. 32. The first Christmas I remember. 33. Fourth of July. 34. Sunday at boarding school. 35. How I sat out the Old Year. 36. Keeping house. 37. The longest day of the year. 38. Thanksgiving Day. 39. Life of the butterfly. 40. A rainy holiday.

## IV

## DESCRIPTION

The best advice for making a description interesting is: (1) never to be vague where you can be definite; and (2) to choose all your details with a single purpose, as, for example, to describe a slum street by giving only those details that show its dirt and misery, or to describe an old mill by giving only those details that show its picturesqueness and dilapidation. (*See sections 208-213*). In composing an imaginary description of something you have never seen, there is always the danger that you will not be definite enough. 1. Washington's headquarters at ———. 2. The old swimming hole. 3. View from a mountain top. 4. A railway station. 5. What the police and the proprietor of the American Hotel saw, when the door of Room 245 was broken open and the occupant found dead. 6. Sunset on a mountain lake. 7. A thunderstorm. 8. A dairy farm. 9. A quaint village. 10. A foreign city. 11. A mountain valley. 12. A Japanese store. 13. The morning after the storm. 14. A city park. 15. The city from a height. 16. The first snowfall. 17. June and November—a contrast. 18. A city street at six in the morning and six in the evening—a contrast. 19. Niagara. 20. A statue. 21. Yosemite. 22. A piece of music. 23. The Garden of the Gods. 24. A prairie fire. 25. A forest fire.



26. An old stage coach. 27. Views from a bridge. 28. A country church. 29. A Quaker village. 30. An antique shop. 31. A forsaken hut. 32. A ruined castle. 33. A Roman aqueduct. 34. A tornado. 35. A wreck. 36. A harbor at night. 37. The midnight express. 38. An orchard in May. 39. A trout pool. 40. The golf links. 41. A school building. 42. A headland. 43. Fog. 44. A playhouse in the days of Shakespeare. 45. A London street in the days of Shakespeare. 46. Study hall. 47. In the woods at night. 48. The nursery at bedtime. 49. A canal boat. 50. A greenhouse. 51. A tree-nursery. 52. The community Christmas tree. 53. An illumination. 54. A cozy corner. 55. An ideally furnished library. 56. A candy store. 57. A drop of water through a microscope. 58. A snowflake through a magnifying glass. 59. The moon through a telescope. 60. An Indian village. 61. A Mexican town-house. 62. A ranch. 63. A corral. 64. A stockyard. 65. Petrified shell. 66. An iceberg. 67. A glacier. 68. The school grounds. 69. A surgeon's description of a battlefield after the battle. 70. A landslide. 71. My favorite tree. 72. Down cellar in the dark. 73. The wet streets at night. 74. The city from a roof at midnight. 75. How day comes in our street. 76. From a train during a snowstorm. 77. An old-fashioned garden. 78. An Italian garden. 79. My boat. 80. My room. 81. The view from my window. 82. The school chapel. 83. A cave. 84. An aquarium. 85. An aviary. 86. A country store. 87. An exposition, or World's Fair. 88. Looking down on the clouds. 89. The midnight sun. 90. The aurora borealis. 91. An opium den. 92. A lumber camp. 93. A turpentine camp. 94. A maple sugar camp. 95. A cranberry bog. 96. The Stock Exchange. 97. A cathedral. 98. Mission furniture. 99. The district school house. 100. A ruined mill. 101. A Pullman car. 102. A business street on Sunday morning. 103. Our attic. 104. Our back yard. 105. The zoo. 106. A summerhouse. 107. A second-hand

store. 108. A bird store. 109. A dog store. 110. A public library. 111. Easter decorations. 112. New York Harbor. 113. The waterfront. 114. A bridge. 115. The Egyptian room in a museum. 116. An ideal country cottage. 117. A gypsy camp. 118. A fort. 119. A navy yard. 120. A dry-dock. 121. A submarine. 122. A battleship. 123. A collier. 124. A hospital ship. 125. A whaleback. 126. A transport. 127. A river steamer. 128. The green grocer's window. 129. A moonstone. 130. Birds flying south. 131. My newspaper route. 132. Wind in the wheat. 133. A dirigible. 134. An armored train. 135. The newest type of military knapsack. 136. The lake in summer and winter. 137. A church on Sunday morning and at midnight. 138. The pine and the oak. 139. The bluejay and the wren. 140. A New England farm and a Dakota farm. 141. A loafer and a successful business man. 142. A fireplace and a radiator. 143. A stormy day, indoors and out. 144. The general and a private. 145. Descriptions of you—by a friend and by an enemy. 146. A beggar. 147. A gypsy fortune-teller. 148. The passing crowd. 149. A country doctor and a city doctor. 150. An old miser. 151. Our washerwoman. 152. A circus crowd. 153. A mountaineer. 154. At a lunch counter. 155. The blacksmith's shop. 156. An organ-grinder. 157. Faces at a fire. 158. Waiting for the train. 159. A park bench. 160. The traffic policeman. 161. After school. 162. An Indian chief. 163. A bathing beach. 164. A street musician. 165. The assembly hall at lunch time. 166. Mustering out the regiment. 167. Roll call after the battle. 168. During an examination. 169. Ellis Island. 170. A mob. 171. A crowd in a panic. 172. A fop. 173. A great American. 174. The family album. 175. The rush hour. 176. A theater audience between the acts. 177. Undecided. 178. A hospital ward. 179. Arrival of the stage coach. 180. A hermit. 181. Choir practice. 182. A newsboy. 183. A Salvation Army Santa Claus. 184. A newspaper cartoon. 185. An interesting pic-

ture. 186. Church bells and fire bells. 187. Street noises. 188. Crowds on election night. 189. A circus parade. 190. A pageant. 191. An interesting advertisement. 192. A flower. 193. A Mardi Gras parade. 194. An attractive magazine cover. 195. On a street car. 196. The engine room of an ocean liner. 197. Abraham Lincoln. 198. A prisoner on trial for murder. 199. A scene at a fair. 200. Canoeing in England. 201. Loading a ship. 202. Behind the bars. 203. Pictures seen in an open fire. 204. A hobo. 205. After the play. 206. A roof garden. 207. A hotel lobby. 208. A coquette. 209. The Passion Play at Oberammergau. 210. A sideshow. 211. A little urchin. 212. The gymnasium during drill. 213. Little Italy. 214. A kindergarten room. 215. A harvest scene. 216. A barn-raising. 217. A visit to a factory. 218. At the ticket window. 219. His first long trousers. 220. Moving Day. 221. Driving a pig. 222. A burning building. 223. A visit to a mine.

## V

## EXPOSITION

## (HOW TO MAKE SOMETHING)

The following subjects call for an explanation of how to make *something which you yourself have made or seen made*. Explain so clearly that the reader will be able to make it too. Go through the process step by step, giving careful directions, naming and (if necessary) explaining the tools, materials, measurements, etc., and cautioning the reader against mistakes that he might naturally make. If necessary, use diagrams. (*See sections 214-223, especially 219.*) 1. An ice-boat. 2. Maple sugar. 3. A camp oven. 4. A handkerchief case. 5. A water telescope. 6. A knitted sock. 7. A knitted sweater. 8. Cement blocks. 9. Shrapnel shells. 10. Butter. 11. A table. 12. A canoe. 13. Skis. 14. Ice. 15. Steel rails. 16. Pencils. 17. Fudge. 18. A log cabin. 9. A lean-

to. 20. A tepee. 21. A wicky-up. 22. A work box. 23. A bead chain. 24. A waterwheel. 25. A surface gauge. 26. A toy glider. 27. A workbench. 28. A book-bag. 29. A box-kite. 30. A bird-house. 31. A megaphone. 32. A clothes-hanger. 33. An automobile horn. 34. A summer-house. 35. A book-rack. 36. A rat trap. 37. A model aeroplane. 38. A coaster, entirely of wood. 39. A fish-trap. 40. A sod house. 41. A figure-four trap. 42. A quail-trap. 43. A camp stove, of stones. 44. A sundial. 45. A sling. 46. A lobster-trap. 47. A rustic gate. 48. A rustic chair. 49. A pergola. 50. A hatstand. 51. An emery bag. 52. A reed basket. 53. A letter-case. 54. A needle-book. 55. A clay bowl. 56. A copper jewel-box. 57. Soap. 58. Muffins. 59. Shell beads. 60. A lantern. 61. A toy. 62. A stand for plants. 63. A useful Christmas gift. 64. A camp bed. 65. An attractive calendar. 66. Ribbon flowers. 67. An article that you have made in the domestic science or manual training departments. 68. Charcoal. 69. Chalk crayon. 70. Electricity. 71. Pins. 72. Nails. 73. Pottery. 74. Salt. 75. Cider. 76. Cane sugar. 77. Soda. 78. Paper. 79. Friends. 80. A willow whistle. 81. A searchlight. 82. An enlarging-frame for drawing. 83. Parallel rulers. 84. Blueprints.

## VI

## EXPOSITION

## (HOW TO DO SOMETHING)

The following subjects call for an explanation of how to do something *with which you yourself are familiar through reading or experience*. Imagine yourself as actually doing it, and follow the process step by step, giving careful directions about tools, materials, measurements, etc., and cautioning against mistakes that a beginner might naturally make. (*See sections 214-223, especially 219*). *How to:* 1. Learn to swim. 2. Attract the birds. 3. Put on a sleeve. 4. Plane a

board. 5. Drag an earth road. 6. Connect a telephone. 7. Install an electric doorbell. 8. Cure tobacco. 9. Serve in tennis. 10. Curve a baseball. 11. Approach in golf. 12. Train a dog. 13. Train a bird dog. 14. Broil a steak. 15. Use wildflowers in the house. 16. Cut out dress goods by pattern. 17. Passepartout pictures in the best way. 18. Graft trees. 19. Be popular. 20. Amuse oneself on a rainy day. 21. Choose a good camp-site. 22. Calculate the number of yards of carpet for a room. 23. Calculate the number of rolls of wallpaper for a room. 24. Take down a condemned church-spire. 25. Cut down a large tree on a city street. 26. Decorate place-cards. 27. Decorate china. 28. Wash delicate fabrics. 29. Pack a trunk well. 30. Care for a canary. 31. Cure tea. 32. Take good photographs. 33. Cultivate silkworms. 34. Grow cotton. 35. Shingle a house. 36. Make bread. 37. Shoe a horse. 38. Classify books in a library. 39. Bind a book. 40. Glaze china. 41. Catch a trout. 42. Remove stains. 43. Bind a set of magazines. 44. Make baking-powder biscuits. 45. Teach a person to ride a bicycle. 46. Cure oneself of slang. 47. Care for young turkeys. 48. Develop films. 49. Decorate a den. 50. Increase one's vocabulary. 51. Care for flowers, growing and cut. 52. Care for a lawn. 53. Raise chickens. 54. Set up a tent. 55. Take care of goldfish. 56. Plan one's work for the week. 57. Learn the touch-method of typewriting. 58. Keep accounts with minimum trouble. 59. Be a systematic housekeeper. 60. Care for hardwood floors. 61. Make silhouettes. 62. Build a fire in the open on a rainy day. 63. Plant a flower bed. 64. Rescue a drowning person. 65. Restore a half-drowned person. 66. Stop dangerous bleeding. 67. Lay out a tennis court. 68. Lay out a baseball diamond. 69. Macadamize a street. 70. Ventilate a room. 71. Avoid sunstroke. 72. Treat hay-fever. 73. Prune a fruit tree. 74. Break a colt. 75. Learn to shoot. 76. Care for an automobile. 77. Learn to drive an automobile. 78. Learn to skate.

79. Hemstitch a tablecloth. 80. Test seed. 81. Get rid of weeds. 82. Sterilize milk. 83. Splice and tape wire. 84. Help up a fallen horse. 85. Teach a stubborn dog tricks. 86. Transplant a tree. 87. Build and launch a raft. 88. Hive bees. 89. Raise a wireless mast. 90. Build a power-dam.

## VII

## EXPOSITION

## (HOW SOMETHING OPERATES)

The following subjects call for an explanation of how some mechanism or system works. *You yourself should be familiar with it through reading or experience.* Imagine the thing as actually operating, and explain the operation step by step. (*See sections 214-223, especially 220*). 1. A typewriter. 2. A fountain pen. 3. Collection and disposal of garbage. 4. What happens at a fire-station after an alarm. 5. Gasoline engines. 6. A steam engine. 7. A sandblast. 8. How a sewing machine ties a thread. 9. How a duck is adapted to swimming. 10. How a horse lies down. 11. How a baby learns to walk. 12. How various birds walk or hop. 13. A cotton gin. 14. A harvester. 15. A telephone. 16. A wireless telegraph. 17. A phonograph. 18. Yeast in dough. 19. A vacuum cleaner. 20. How a bird builds its nest. 21. Intelligence of ants. 22. A mechanical toy. 23. A storm center. 24. The government of a city. 25. A presidential election. 26. The formation of coal. 27. Organizing fire-drills. 28. Navigation by dead reckoning. 29. An electric bell. 30. Ventilation of a mine. 31. A hot-air furnace. 32. The seasons. 33. The block signal-system on railways. 34. A brick kiln. 35. An arc-light. 36. A dredger. 37. A steam shovel. 38. A carburetor. 39. A water-power washing machine. 40. A turbine engine. 41. An adding machine. 42. A cyclometer. 43. A speedometer. 44. An internal break.

45. A solar engine. 46. Glass-blowing. 47. Blasting rock. 48. Harvesting wheat on the western plains. 49. The dead letter office. 50. Sorting and distributing mail. 51. How a boy sews. 52. How to discover whether your advertising pays. 53. A forge. 54. A coffee percolator. 55. A fire extinguisher. 56. A storage battery. 57. A derrick. 58. A fireless cooker. 59. The circulation of the blood. 60. An electric fan. 61. A clock. 62. The preparation of cocoa. 63. The police system. 64. The secret service. 65. A life-saving station. 66. Coaling a ship. 67. The distribution system of a great daily newspaper. 68. How a circus is unloaded and set up. 69. Bridge whist. 70. Chess. 71. Baseball. 72. Soccer. 73. Twenty questions. 74. Raising money for charity. 75. First aid to the injured. 76. Provisioning troops on the firing line. 77. How birds and bees fertilize flowers. 78. A camera. 79. Moving picture machines. 80. A cream separator. 81. A lathe. 82. A hay tedder. 83. College-entrance requirements. 84. The naturalization of foreigners. 85. The admission of immigrants. 86. A refrigerating plant. 87. The chestnut-blight. 88. Frost. 89. Volcanoes.

## VIII

### EXPOSITION

#### (CHARACTER STUDY)

The following subjects call for an analysis of the character of some real person *whom you know or have read about*, or of some person *in a story that you have read*. Take each quality of character separately, giving proofs or examples of each. Group the good qualities together, and the bad qualities together. Put last the predominating or most important qualities. It might be well to conclude with a paragraph giving a summary, or a general estimate, or your personal opinion of the character as a whole. Remember that a per-

son's character consists of his mental and moral qualities, not of his physical qualities or appearance. (*See sections 214-223, especially 221.*) 1. George Washington. 2. Abraham Lincoln. 3. Ulysses S. Grant. 4. Stonewall Jackson. 5. Julius Cæsar. 6. Benedict Arnold. 7. Joan of Arc. 8. The President of the United States. 9. A great inventor. 10. The greatest man I ever met. 11. A woman in public life. 12. A teacher. 13. An intimate friend. 14. My doctor. 15. A local politician. 16. The oddest person I know. 17. My ideal of a football captain. 18. My ideal of an athletic coach. 19. My ideal of an editor-in-chief of a school paper. 20. An ideal hostess. 21. An ideal chum. 22. An ideal traveling companion. 23. An ideal teacher. 24. An ideal minister. 25. The typical American Indian. 26. My dog. 27. A cat.

## IX

## EXPOSITION

(REASONS, RESULTS, ADVANTAGES, ETC.)

The following subjects call for the discussion of something which is best treated by taking up, one at a time, each reason (or cause, result, need, use, advantage, disadvantage, etc.) and discussing it in full before taking up the next. (*See sections 214-223, especially 222.*) 1. Have modern inventions increased the real happiness of mankind? 2. Prevention of automobile accidents. 3. What constitutes an ideal city. 4. Value of the Panama Canal. 5. Origin of dreams. 6. Objections to cards. 7. Why it is difficult to prepare Monday's lessons. 8. The right and wrong kinds of class spirit. 9. Are white lies ever justifiable? 10. The best trees for city streets. 11. Will Mexico ever be a true democracy? 12. Should a father forbid his son to smoke? 13. Natural resources of Russia. 14. The development and future of the Monroe Doctrine. 15. Japan's sea power in the Pacific. 16. Will scientists learn to control the weather? 17. Uses of



petroleum. 18. Intelligence of animals. 19. Individuality in dogs. 20. The place of social life in the high school. 21. Should an educated person ever use slang? 22. Our need of a larger faculty. 23. Is our course in English of the right sort? 24. Does a fair or exposition benefit a city? 25. The effect of blindness on hearing and touch. 26. Value of the Rural Free Delivery. 27. Value of interurban trolley lines. 28. Can presence of mind be cultivated? 29. Opportunities for women in business. 30. Advantages of being an engineer. 31. Advantages of joining the navy. 32. Value of sleeping outdoors. 33. Modern dances. 34. What is expected of a minister's daughter? 35. Comparative merits of American and Rugby football. 36. Should a student be limited in the number of his extracurricular activities? 37. Is it wise for a student to work for four years in the same extracurricular activity? 38. Compulsory physical training at school. 39. Value of cadet drill. 40. Benefits of systematic exercise. 41. Advisability of faculty supervision of athletics. 42. Are school athletics too business-like? 43. Relative value of various sports. 44. Can our alumni help our team and the tone of our athletics? 45. What is school spirit, and how is it best cultivated? 46. Should history papers be marked down for faulty English? 47. Are examinations fair? 48. Should one student report another for stealing? for cheating? 49. What one should think about in planning a vacation. 50. Are educated people debtors to the state? 51. Should the school paper form or follow student opinion? 52. Advantages of a school cafeteria. 53. Advantages of a school bank. 54. Advantages of a school weekly. 55. The most needed reform in our school. 56. Value of school gardens. 57. Should schoolboys visit poolrooms? 58. Does the school train for citizenship? 59. Should education be purely utilitarian? 60. Should two pupils ever study together? 61. Value of reading the daily news of the world. 62. Value of debating. 63. Causes and effects of the annual Mississippi

flood. 64. The probable future of the United States. 65. Living out of doors. 66. Baseball in America. 67. Why winter days are short. 68. Why I dislike our hotel. 69. Why cornstalks fall. 70. Why the moon has phases. 71. Types of street cars: advantages and disadvantages. 72. Tipping in America. 73. Uses of the newspaper headlines. 74. Value of a silo. 75. A lunar eclipse. 76. Improvements needed in ———. 77. Advantages of going to high school. 78. Forest fires: causes, effects, means of fighting them. 79. Meteors. 80. Comets. 81. Tides. 82. My choice of a college. 83. My choice of a profession or business. 84. Advantages of being a farmer. 85. Why I read fiction. 86. Why I am fond of the theater. 87. Value of an art course. 88. Electricity in the modern theater. 89. Steel in the construction of buildings. 90. Dew. 91. Winds. 92. Freezing. 93. Evaporation. 94. Earthquakes. 95. Tornadoes. 96. Waterspouts. 97. The need for a municipal architect. 98. The abuse of Christmas giving. 99. Dangers of deep-sea fishing. 100. Organized and random charities. 101. Ocean currents. 102. Glaciers. 103. Tree enemies. 104. Being the youngest in the family. 105. Being the only girl in the family. 106. Pleasures of an open fireplace. 107. Advantages of the loose-leaf system in accounts, indexes, records, letter-files, etc. 108. Why immigrants come to the United States. 109. England's treatment of her colonies since the American Revolution. 110. Is there real religious tolerance in America? 111. Importance of newspapers in modern life. 112. How shall we improve the standard of American politics and politicians? 113. Popular superstitions. 114. Typical American attitude toward foreigners. 115. Internal dangers to our republic. 116. Dangers of excessive coffee-drinking. 117. Dangers of cigarette-smoking. 118. New uses for cement. 119. Advantages of football training. 120. Benefits of parks and playgrounds. 121. My favorite book (or magazine, novel, study, poem). 122. Why I came to school. 123. Why I am going

to college. 124. Is Mars inhabited? 125. Carrying mail by aëroplane. 126. The tramp problem. 127. Effects of war on business. 128. Aircraft in modern warfare. 129. What I should like to do with a million dollars. 130. Kinds of cowardice. 131. The "modern school." 132. The Montessori school. 133. The free dispensary. 134. Formation and obviation of harbor bars. 135. Causes of the French Revolution. 136. Causes of the Russian Revolution. 137. Causes of the American Revolution. 138. Results of the Anglo-Saxon conquest of Britain. 139. Effects of the Norman conquest of England. 140. Was there a real King Arthur? 141. Results of the Hundred Years' War. 142. Causes of the Puritan Rebellion in England. 143. Why have the English surpassed all other nations in colonization? 144. The qualifications of a successful business man or woman. 145. My proposed course of study. 146. Comparative merits of the single and double session. 147. Motion pictures: their effects on the progress of culture. 148. Results of the Crusades. 149. English and American conceptions of sport. 150. The war against war. 151. Prevention of poverty. 152. The new football rules. 153. Walking as an exercise. 154. My favorite sport. 155. Conservation. 156. Functions of a school paper. 157. Uses of alfalfa. 158. Merits and defects of football. 159. Amateur and professional baseball. 160. Recent criticisms directed against our colleges. 161. British opinions of the United States.

## X

### EXPOSITION

#### (MISCELLANEOUS SUBJECTS)

(*See sections 214-223.*) 1. An open-air school. 2. The Gary schools. 3. A Roman marriage. 4. Arctic explorations. 5. Protective coloring of animals and plants. 6. Camouflage. 7. Tournaments. 8. Medieval fortifications. 9. Medieval

weapons. 10. Medieval defensive armor for horse and man. 11. Witchcraft. 12. Trials in the Middle Ages. 13. The European struggle for constitutional government. 14. Chivalry. 15. The feudal system. 16. The civilization of the Aztecs. 17. Religious-military orders of the Middle Ages. 18. Magna Charta. 19. Queen Elizabeth's patronage of literature. 20. The Bill of Rights. 21. The Reform Bill of 1832. 22. Our treatment of the American Indian. 23. Our debt to France. 24. The critical period of 1776 to 1789. 25. Ancient ways of preserving the dead. 26. Religion of the ancient Egyptians. 27. Religion of the ancient Babylonians. 28. Were the Greeks a truly religious people? 29. Phœnician trade. 30. Greek national games. 31. Greek festivals. 32. Oracles. 33. Training of Spartan boys. 34. Education in ancient Athens. 35. Woman's place in ancient times. 36. The social classes in Rome. 37. The Stoic and Epicurean philosophies. 38. Guilds in the Middle Ages. 39. The Hanseatic League. 40. Peter the Great's reforms. 41. Diamonds. 42. Pearls. 43. Artificial jewelry. 44. Counterfeiters. 45. Archery. 46. Sanitation in the tropics. 47. Venomous insects. 48. Plagues. 49. What the dictionary tells about a word. 50. Table etiquette. 51. Color photography. 52. Our flag: what it means. 53. The district nurse. 54. Paper money. 55. Government ownership. 56. What is Socialism? 57. My latest fad. 58. Undeveloped resources of the United States. 59. What fuel will take the place of coal and gasoline? 60. Inland waterways. 61. Irrigation on a large scale. 62. Boy scouts. 63. The care of the immigrant. 64. What I can do with a dry battery. 65. What becomes of all the pins. 66. A modern kitchen-convenience. 67. Electricity in the kitchen. 68. Amusements of our grandfathers. 69. An ideal summer vacation. 70. A modern newspaper. 71. A senior's advice to a freshman. 72. Prevention of the fly nuisance. 73. National songs. 74. Our national flower. 75. The Book of Job. 76. Wagner's system of music. 77. The literary

study of the Bible. 78. Origin of the *Iliad*. 79. Modern novels dealing with early Christianity. 80. Stories of American college life. 81. Lincoln as a humorist. 82. The musical societies of New York. 83. What is evolution? 84. The system of classification in botany and zoölogy. 85. The Brook Farm experiment. 86. Washington's strategy in the Yorktown campaign. 87. Ethics in Browning's poetry. 88. The Stuarts in fiction. 89. Undergraduate scholarship. 90. The new China. 91. The young Turks. 92. Work among the poor done by young girls. 93. Women in war. 94. Industrial preparedness for war. 95. Henry George and the Single Tax. 96. Is anarchism increasing? 97. Manners: at table, during class, while shopping, on the athletic field, in church, over the telephone, at the theater, on the street car, in an elevator, on the street. 98. Homesickness. 99. Collecting stamps, or coins. 100. Spoiled children.

## XI

### ARGUMENT

#### (SCHOOL AND COLLEGE LIFE)

Choose either the affirmative or the negative. (*See sections 224-231.*) *Resolved that:* 1. School fraternities should be permitted. 2. Examinations should be abolished. 3. Pupils should be permitted to study together. 4. School girls should be required to take athletics or gymnasium work. 5. Manual training should be compulsory. 6. Drawing and vocal music should be compulsory. 7. Free textbooks should be supplied in the public schools. 8. Students in our school should be accorded a greater measure of self-government. 9. Universal education should be compulsory through the high school or its equivalent. 10. Monday is a better day for a holiday than Saturday. 11. Military training in schools and colleges should be compulsory for all boys physically fit. 12. A large university is better than a small college. 13. Simplified spell-

ing should be taught in all public schools. 14. It is better to work one's way through college than to borrow the necessary money and pay it back after graduation. 15. The teaching of Latin in our school should be abolished. 16. There are too many extracurricular activities in our school. 17. Intramural athletics should be substituted for interscholastic. 18. Our school should offer a free election of studies. 19. We should establish a weekly paper in our school. 20. The proportion of men teachers should be greater in the high school than it is at present. 21. A college should not be in a large city. 22. The honor system should be instituted in examinations. 23. The school letter should be awarded for success in oratory and debate. 24. Two years of European travel would be of greater educational value than the last two years at college. 25. Greek should be offered as an elective. 26. Spanish should be offered as an elective. 27. The honor system should be instituted for the senior class. 28. Whispering in study hall should be permitted. 29. The money earned by a school paper should become the property of the outgoing board. 30. Our school buildings are sufficiently protected against fire. 31. A runner is justified in cutting second base if he can do so without being detected by the umpire. 32. All colleges should substitute the certificate for examinations as a basis for admission to college. 33. Football is a better game than baseball. 34. Two half-holidays a week are better than one whole holiday. 35. Students should receive credit in the English Department for work in oratory, debating and school journalism. 36. A classical education is superior to a scientific. 37. Organized cheering at athletic contests should be discontinued. 38. Commencement exercises in public high schools should be abolished. 39. Written examinations are preferable to oral. 40. Amateur athletes should be allowed to play in summer for pay without loss of standing. 41. Corporal punishment should be abolished in all schools. 42. Esperanto should be offered as an elective in our school. 43.

There should be an elective course in printing and typesetting. 44. Tennis courts should be provided by the Board of Education for the use of school children. 45. We should establish a school savings bank. 46. Dances on the school premises should be permitted. 47. A broad course of study in school is preferable to vocational training. 48. Colleges should offer courses of training for public life in the service of the government. 49. Grading in percentages should be abolished. 50. Every boy should learn a trade. 51. A single session is better than a double session.

## XII

### ARGUMENT

#### (LOCAL SUBJECTS)

Choose either the affirmative or the negative. (*See sections 224-231.*) *Resolved that:* 1. Our city should have a union railway station. 2. Our theaters should be closed on Sundays. 3. Our city speed limit should be fifteen miles an hour. 4. The owners of vacant lots should be required to keep them free of weeds. 5. Our city firemen should not be on duty more than twelve hours each day. 6. Electric wires along city streets should be under ground. 7. Unnecessary street noises should be forbidden by law. 8. A law should be passed to abate the smoke nuisance. 9. Slaughter houses should be prohibited within the city limits. 10. Our city should build a public market building. 11. Our city waterfront should be improved at public expense. 12. Jitney lines would be a benefit to the city. 13. No street car should admit more passengers than can be seated. 14. Our city should pass a law providing for a safe and sane Fourth of July. 15. Sunday baseball should be permitted. 16. All steam railway grade crossings should be abolished within the city limits. 17. Street railways should carry school children to and from school for half fare. 18. Asphalt is preferable to brick for

our city streets. 19. Our public library should give its patrons free access to the shelves. 20. Vaccination should be compulsory in our city. 21. Our city should own and operate the subways. 22. Advertising billboards within the city should be abolished. 23. Our city should own model tenements. 24. Our city should have a nine-o'clock curfew law for children under fifteen. 25. Our public library is justified in freely spending its funds for new popular fiction. 26. Our heat, light and water plants should be owned and operated by the city. 27. Our city should establish a trades school. 28. Our public library should be open Sunday afternoon and evening. 29. Women should be eligible to membership on the School Board. 30. Our city ought to be governed under the commission plan. 31. Tramps should be arrested and expelled from the city.

XIII

ARGUMENT

(GENERAL SUBJECTS)

Choose either the affirmative or the negative. (*See sections 224-231.*) *Resolved that:* 1. Corporations should be forbidden by law to contribute to campaign funds. 2. Old-age pensions should be given by the United States government. 3. Letter postage should be reduced to one cent. 4. The President should be elected by direct popular vote. 5. The justices of the Supreme Court of the United States should be subject to popular recall. 6. The Republican party is more worthy of confidence than the Democratic. 7. The United States should considerably reduce the number of navy yards and army posts. 8. A national law should make compulsory the arbitration of labor disputes. 9. The poll tax should be abolished. 10. The franchise should be based exclusively on ownership of real property. 11. Voting by mail should be permitted. 12. Newspapers should be prohibited from publish-



ing the details of crimes and criminal trials. 13. An eight-hour working day should be established throughout the United States. 14. The government should pension mothers for each dependent child. 15. The Industrial Workers of the World have benefited the cause of the American working-man. 16. Polar expeditions are unjustifiable. 17. Niagara Falls should not be used for commercial purposes. 18. The metric system should be adopted in the United States. 19. The government should control all amateur wireless stations. 20. Smoking should be prohibited to minors by law. 21. Oleomargarine is a good substitute for butter. 22. Raffles should be prohibited by national law. 23. No building should be higher than twice the width of the street on which it stands. 24. There should be a uniform divorce law throughout the United States. 25. Violations of law by corporations should be dealt with by imposing the customary penalties on the persons of the directors. 26. The United States Navy is in greater need of a large expenditure for submarines than of an equal expenditure for dreadnoughts and battle cruisers. 27. We should annex Hayti and Santo Domingo. 28. The building department should be controlled by the fire department in all cities. 29. War is sometimes consistent with Christianity. 30. The Philippines should be sold to Japan. 31. The closed shop is better than the open shop. 32. Cuba should be annexed. 33. Chinese immigration should be prohibited. 34. We should have a tariff for revenue only. 35. Child-labor laws have proved unwise. 36. It should not be so difficult to amend our national constitution. 37. Every city of more than 75,000 should support an art museum. 38. The tariff should be abolished. 39. Strikes should be prohibited during Federal investigation. 40. Every young man should be taught to use firearms. 41. Works of art should be admitted into our country duty-free. 42. Our government should grant a permanent copyright. 43. Political cartoons should be prohibited by law. 44. The English conception of what consti-

tutes true sport is nobler than the American conception. 45. The Monroe Doctrine should be abandoned. 46. Cremation is better than burial. 47. Representation of states in the national political conventions should be in proportion to the number of party voters. 48. Our diplomatic and consular services should be brought under civil service rules. 49. Moving pictures should be more strictly censored by the government. 50. Vivisection should be prohibited by law. 51. Children should be allowed to believe in Santa Claus and fairies. 52. Hunting, except for food, is immoral. 53. For the average person tennis is a better game than golf. 54. Each state should support a free college for its residents. 55. Immigration into the United States is sufficiently restricted. 56. It has proved wise to grant electric roads the right of eminent domain. 57. It pays to advertise on the scale practised by large firms in the United States. 58. The parcel post has proved worthy of retention. 59. The army canteen should be reestablished. 60. The national capital should be nearer the geographical center of the country. 61. The medical profession is overcrowded. 62. Capitalization of department stores should be limited by law. 63. Qualifications of voters should be uniform throughout the United States. 64. Marriage laws should be uniform throughout the United States. 65. The national government should own and operate a telegraph system in connection with the post office department. 66. The United States should subsidize her merchant marine. 67. The country boy has advantages over the city boy. 68. Labor-saving machinery has proved an advantage to laborers. 69. The government treats the Indians properly. 70. Socialism is the best solution of labor problems. 71. Profit-sharing is the best preventive of strikes. 72. The government should own all coal mines. 73. The short ballot is better than the long ballot. 74. Foreign ships should be admitted to American registry. 75. Women should have equal suffrage with men throughout the United States.

76. The importation, manufacture and sale of intoxicating beverages should be prohibited by the United States. 77. Local option is better than prohibition. 78. The all-steel railway coach should be substituted for the wooden coach. 79. A moderate amount of military training should be compulsory upon all physically fit male citizens of the United States. 80. The present Presidential administration has been on the whole a success. 81. The President of the United States should serve for six years and be ineligible to reelection. 82. Thomas Mott Osborne's method of dealing with convicts is better than the old-fashioned method. 83. Everybody should attend church at least once each Sunday. 84. Corporations engaging in interstate commerce should be compelled to take out a Federal charter. 85. The common law of the several states should be codified and made the same throughout the United States. 86. Our naturalization laws should be made more stringent.

#### XIV

##### ARGUMENT

##### (HISTORICAL SUBJECTS)

Choose either the affirmative or the negative. (*See sections 224-231.*) *Resolved that:* 1. The United States was justified in its manner of acquiring the Panama Canal zone. 2. The United States was justified in taking possession of the Philippines. 3. The victory of Japan over Russia was in the best interests of civilization. 4. Germany's invasion of Belgium in 1914 was justifiable. 5. The treatment of Greece in 1916-1917 by England and France was justifiable. 6. The United States was justified in declaring war against Mexico in 1846. 7. The British expedition to Gallipoli should not have been undertaken. 8. Democracy, of the type established in the United States, is the best form of government ever tried on a scale larger than that of a city. 9. The atrocities com-

mitted during the French Revolution were excusable. 10. The Civil War could have been avoided and slavery nevertheless abolished.

XV

ARGUMENT

(LITERARY SUBJECTS)

Choose either the affirmative or the negative. (*See sections 224-231.*) *Resolved that:* 1. Hamlet was mad. 2. Shylock is a deliberate caricature. 3. Shylock should have won his case. 4. Macbeth was the "third murderer." 5. The stage production of *Macbeth* should introduce a dagger in the air, and Banquo's ghost. 6. Olivia is the heroine of *Twelfth Night*. 7. Bottom and his friends are artistically incongruous with the rest of *A Midsummer Night's Dream*. 8. Satan is the hero of *Paradise Lost*. 9. Pope's poems should have been written in prose. 10. Browning's *Childe Roland to the Dark Tower Came* is symbolic or allegorical. 11. Tennyson's *Revenge* is a better poem than Browning's *Hervé Riel*. 12. The Elizabethan mode of stage-production is superior to the modern mode. 13. *Vers libre* is not poetry. 14. The study of English literature, in high schools or preparatory schools, should not go farther back than Shakespeare and his contemporaries.

## APPENDIX 17

### SYMBOLS FOR CRITICIZING THEMES

#### ARRANGED ALPHABETICALLY

¶	Begin a new paragraph.
no ¶	Do not begin a new paragraph.
¶ Cl, ¶ F, ¶ U, etc.	The paragraph as a whole lacks clearness, forcefulness, unity, etc.
?	Untrue or unlikely.
	Begin a new sentence.
Λ	Word or words missing. (See section 77 on the necessity of repeating prepositions for clearness.)
>	Idea or fact missing.
1, 2, 3, etc.	Rearrange in the order indicated by the numbers.
Bal	Balanced style imperfect or wanting (sections 137-139).
Cap	Capitals.
Cl	Lack of clearness (sections 59-76).
Comb	Combine two or more sentences, properly sub- ordinating some of them.
Cs	Comma-sentence. (Appendix 10, rule 1, note b).
Cw	Poor choice of words (sections 150-164).
Dang	Dangling expression (sections 78-82).
F	Forcefulness; an idea fails to receive the forcefulness it deserves (sections 140-146).
Gr	Grammatical correctness (sections 87-128).

K	Awkwardness, harshness, or any other violation of smoothness (sections 182-188).
M	Misplaced word or expression, as in the case of a misplaced modifier (sections 59-66), or a misplaced correlative (sections 106-108).
No ¶	Do not make a new paragraph.
Ord	Orderliness: a detail or passage stands out of its right order (sections 11-25).
P	Punctuation.
P (1), P (2), etc.	Violation of punctuation rule 1, violation of punctuation rule 2, etc.; the rules are in Appendix 10.
Periodic	Periodic style would improve the forcefulness of the passage (sections 143-146).
Pro	Proportion: a passage is too long or too short for its importance (sections 26-32).
Q	Quotation marks.
Recast	Recast ( <i>i.e.</i> , entirely rewrite) the passage for greater simplicity.
Rep	Repetition (sections 165-181).
Sen	Sentence grammatically incomplete (sections 84-86).
Sense	Failure to make the right sense or any sense at all.
Sp	Spelling (including the careless omission of the apostrophe in the formation of possessives).
Sub	A need for the subordination of subordinate ideas (sections 131-136).
Th Cl, Th F, Th U, etc.	The theme as a whole lacks clearness, forcefulness, unity, etc.
Th Topic	The topic-sentence of the theme is imperfect or wanting (sections 35-42, 49).
Topic	The topic-sentence of the paragraph is imperfect or wanting (sections 43-49).

## 446      SYMBOLS FOR CRITICIZING THEMES

<b>Trans</b>	<b>Transition imperfect or wanting (sections 50-58).</b>
<b>Ts</b>	<b>Tense (including errors in the sequence of tenses, sections 118-120).</b>
<b>U</b>	<b>Violation of sentence-unity (sections 5-10).</b>
<b>W</b>	<b>Wordiness (sections 189-193).</b>
<b>X</b>	<b>Illegible, untidy; or a careless error.</b>

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